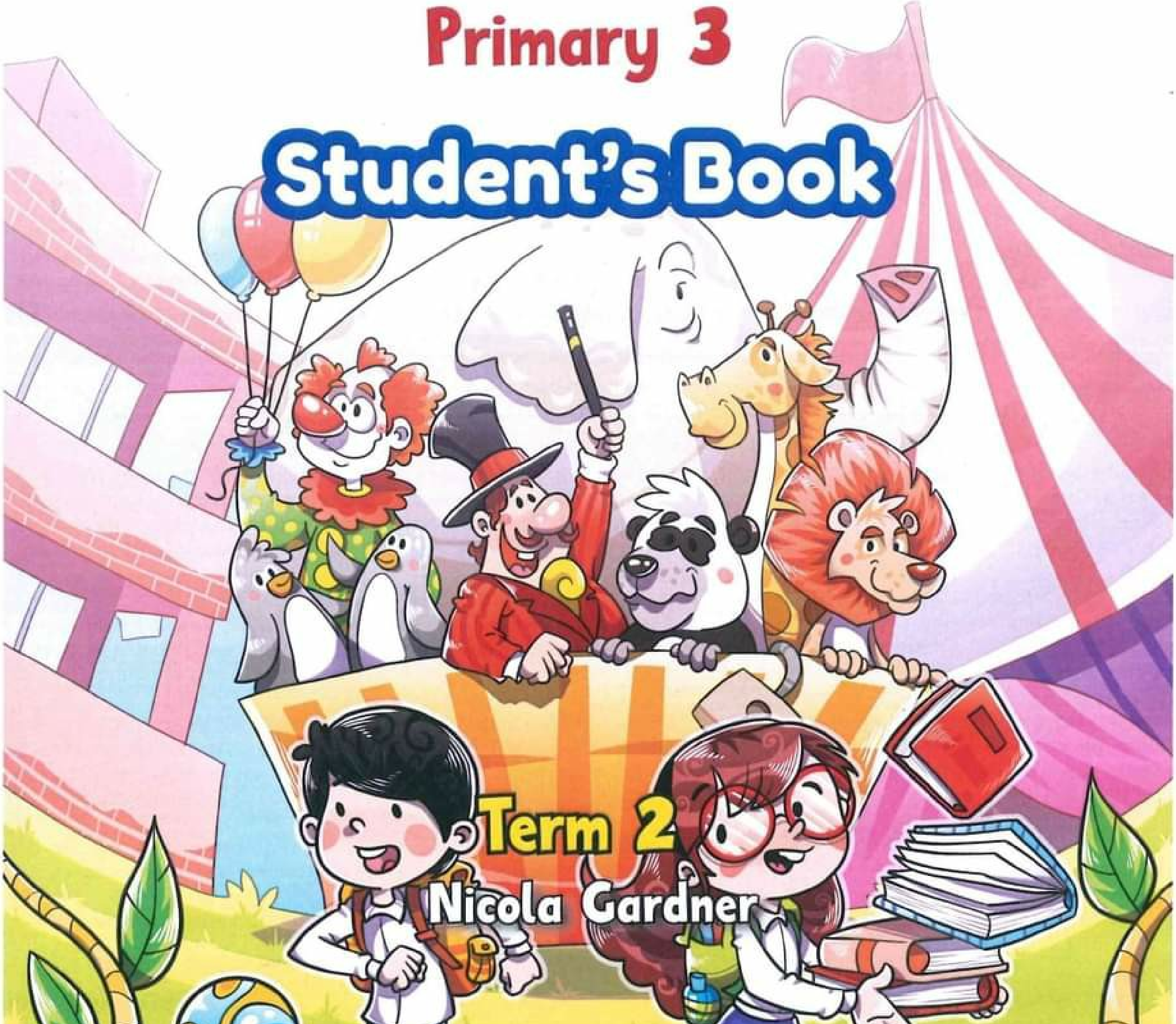
MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

وزارة التربية والتعليم والتعليم الفني

Connect

Primary 3

Student's Book



Term 2

Nicola Gardner

Contents

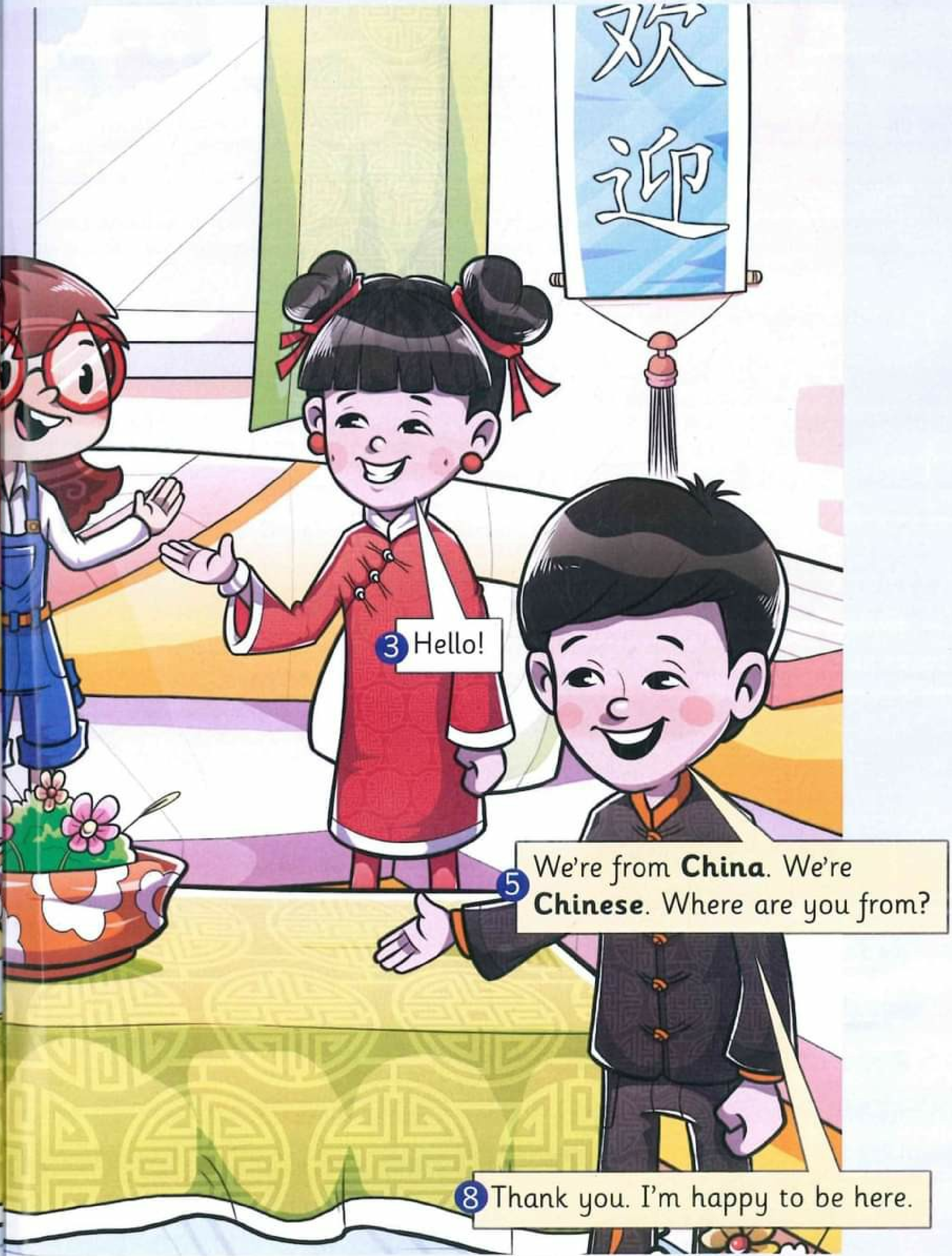
Unit 7 Where are you from?

1 Look, listen and read

2 Hany, Hana, Amira and Youssef are at Mr Wan's house. Is Mr Wan from Egypt?



Listening and reading

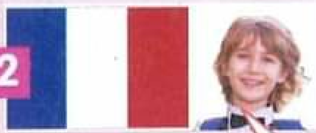


Listening

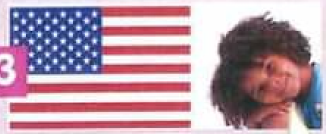
3 Listen, point and say

1 

I'm from **Egypt**.
I'm **Egyptian**.

2 

I'm from **France**.
I'm **French**.

3 

I'm from **America**.
I'm **American**.

4 

I'm from **China**.
I'm **Chinese**.

4 Look, read and match

1 They're Chinese. [c]



2 He's American. [ ]



3 She's French. [ ]



4 You're Egyptian. [ ]



a He's from America.

b You're from Egypt.

c They're from China.

d She's from France.

5 Read and complete about yourself

I'm ……………………………………………………

I'm from ……………………………………………………

Language: *Where are you from?*
I'm from Egypt. I'm Egyptian.
They're from China. They're Chinese.

Listening and writing

6 Look, listen and complete. Sing

Where are you 1 ....from......,
from, from?
I'm from China, I'm 2 ....
Where are you from?
Tell me, please.







Where are you from, from, from?
I'm from 3 ....,
I'm American.
Where are you from?
Tell me again.

Where are you from, from, from?
I'm 4 .... France, I'm French.
5 .... are you from?
Tell me, please.

Where are you from, from, from?
I'm from 6 ...., I'm Egyptian.
Where are you from?
Tell me again.
I'm from 7 ....!
Hurray!

Issues:
Cross-cultural communication

1 Look at the picture and tick who you can see

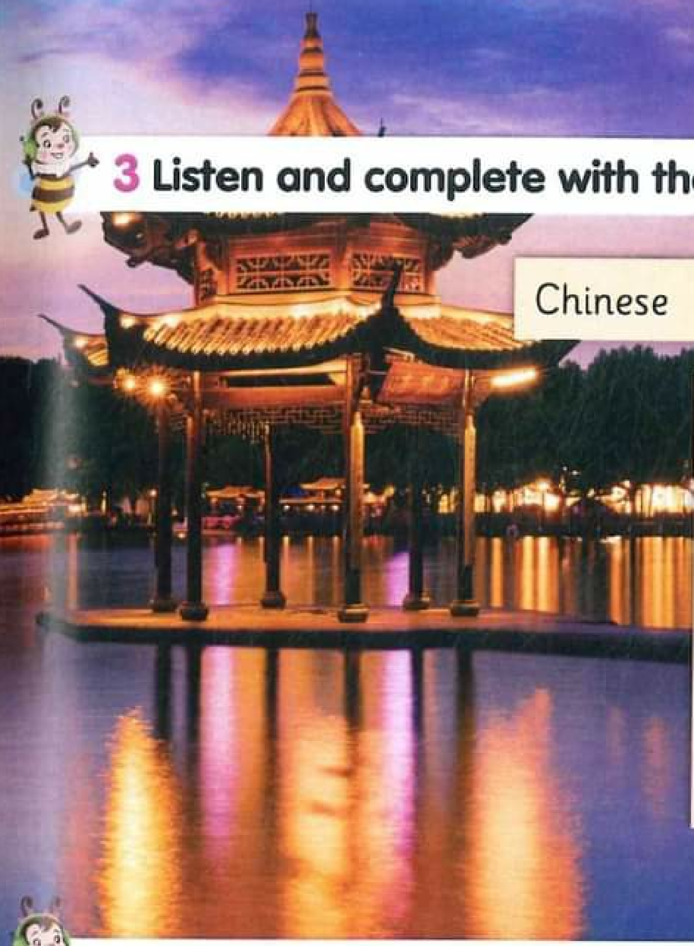


☐ Mr Wan	☐ Hany	☐ Amira
☐ Liu Wei	☐ Hana	☐ Zhang Min

2 Read and circle the correct answer

1. Hana has a **cake / cookie**.
2. Liu Wei is wearing a **red dress / black trousers**.
3. Zhang Min has a cup of **tea / a flower**.
4. Hany has **a cookie / a cup of tea**.

Vocabulary: *China, Chinese, fortune cookie*



3 Listen and complete with the words in the box

Chinese	cookies	house	China

Hany and Hana are at Liu Wei and Zhang Min's .... again. They drink .... tea and eat fortune .... from .... They are very happy.

4 Listen again and circle the correct answer

1 The children are at:

a) Hany's house

b) Mr Wan's house

2 The children have:

a) cookies and cake

b) tea and cookies

3 Hana found a .... in the cookie.

a) game

b) message

4 The fortune cookies are from ....

a) China

b) Egypt

Respect for diversity: Different food

What do you have for breakfast?

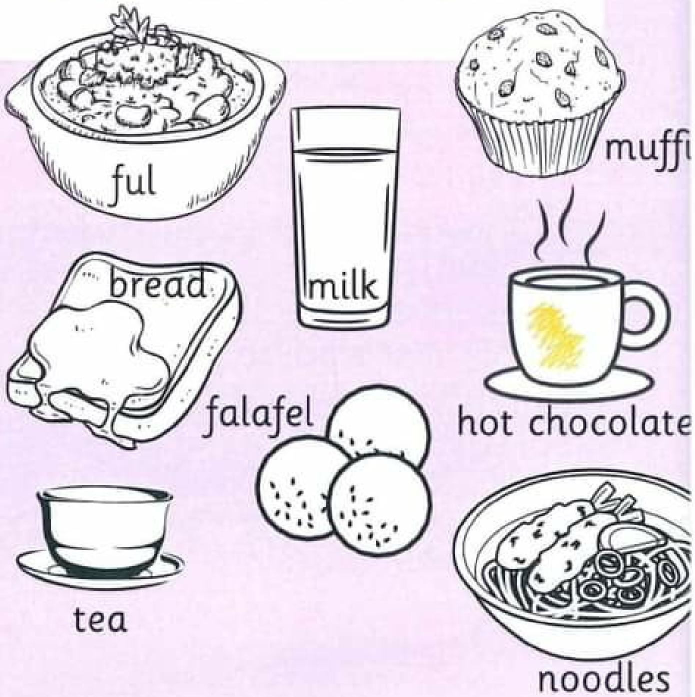
1 Read and listen. Write the names

Waleed ~~Marie~~ Mark Wang Min

1	2	3	4
			
......Marie......			....

2 Read and listen again. Look at the table and color each person's breakfast

Marie	(yellow)
Waleed	(blue)
Mark	(red)
Wang Min	(green)



3 Talk about your breakfast



Values: Tolerance and acceptance of others

4 Look at how to sign the countries in American Sign Language

1



I'm from Egypt.

2



I'm from France.

3



I'm from America.

4



I'm from China.

Language: ASL for Egypt, France, America, China

5 Practice ASL for the countries with your friends







6 Practice ASL for Egypt

Loyalty and belonging

1 Read about different schools

1



Hi! I'm Mark. I'm American. I start school at 8 o'clock. In the morning we have writing and math, then music or PE. We have lunch at 12:00, then in the afternoon we have science and reading. We finish school at around 3:00. We don't have school on Saturdays and Sundays.

2

Hi! I'm Marie. I'm French. I start school at 8 o'clock. In the morning we have writing and math, then German or English. We have lunch from 11:45 to 2 o'clock. We finish school at around 4:30 and we have school on Saturday mornings but we don't have school on Wednesdays and Sundays.



3



Hi! I'm Wang Min. I'm Chinese. I start school at 7:30. In the morning we have writing and math, geography and English. We have lunch from 12 o'clock to 2 o'clock. We finish school at around 6:00. After school I do homework and have piano lessons. We have no school on Sundays.

4

Hi! I'm Waleed. I'm Egyptian. I start school at 8 o'clock. In the morning we have Arabic, English and math. Then in the afternoon we have science, social studies and arts in *Discover*. We finish school at around 2:00, then we have lunch at home. After school I go to the club to play volleyball. We have no school on Fridays and Saturdays.



2 Read again and write *Mark, Marie, Wang Min* or *Waleed*

1 Who plays a musical instrument? ....
2 Who has music in the morning? ....
3 Who has lunch before the others? ....
4 Who goes to the club after school? ....

3 Read again, and complete the chart on the four children

Name	Starts school at	Finishes school at	Days off
Mark			
Marie			
Wang Min			
Waleed			

4 Stick your picture and complete about yourself

Hi! I'm .... I'm .... I start school at .... in the morning. We have .... and .... in the morning. In the afternoon we have .... and .... We finish school at ...., then we have lunch at .... We have no school on .... and ....

Learn sounds with Busy Bee! ff ll ss

1 Listen and read. Then say

1

dollar

2

bell

3

coffee

4

muffin

5

off

6

glass

7

dress

2 Complete the crossword with the words

Down:

1

2

3

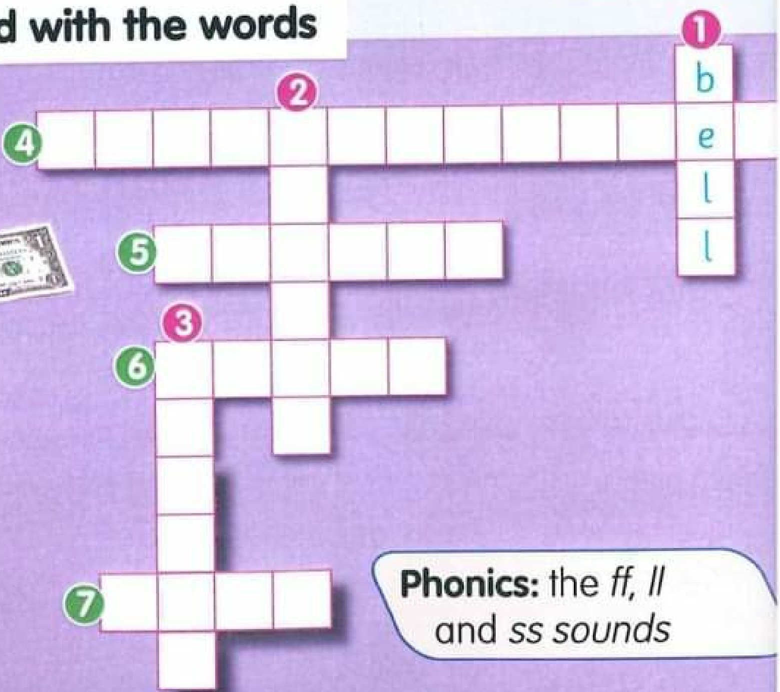

Across:

4

5

6

7

Phonics: the *ff, ll* and *ss sounds*

Learn to write with Busy Bee!

3 Look and read. Trace

1


My mom likes to eat muffins with her coffee.

2


My new dress is 30 dollars.

3


The police officer rings the bell.

4 Check when we use capital letters

1. names, for example, Marie, Mark, Waleed, Cairo, Alexandria ✓
2. at the end of sentences ☐
3. at the beginning of sentences ☐
4. for nouns, for example, house, car, school ☐
5. for nationalities, for example, French, Chinese ☐
6. for countries, for example, Egypt, France ☐

5 Write the paragraph with the correct punctuation and capitalization

my friend marie is french she lives in cairo because her dad works here she has two brothers jean and pierre can you speak french

Writing skills: Punctuation and capitalization in paragraphs

CLIL: Math:
Money in other countries

What's your money?

1 Look, listen and read

1



In my country, Egypt, our money is the **pound**. One pound is 100 **piastres**.

2



In my country, France, our money is the **euro**. One euro is 100 **cents**.

3



In my country, China, our money is the **yuan**. One yuan is 10 **jiao**.

4



In my country, America, our money is the **dollar**. One dollar is 100 **cents**.

2 Read again and complete

a 1 pound = ... piastres

b 1 euro = ... cents

c 1 yuan = ... jiao

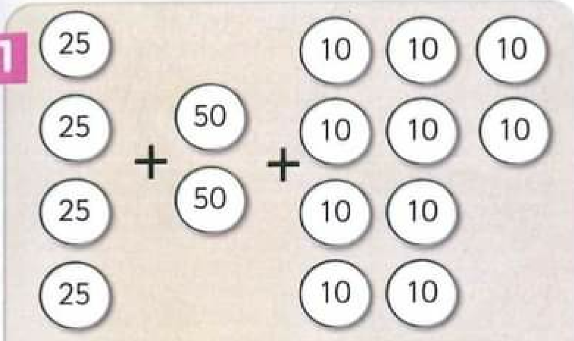
d 1 dollar = ... cents

CLIL: Math: Money in other countries



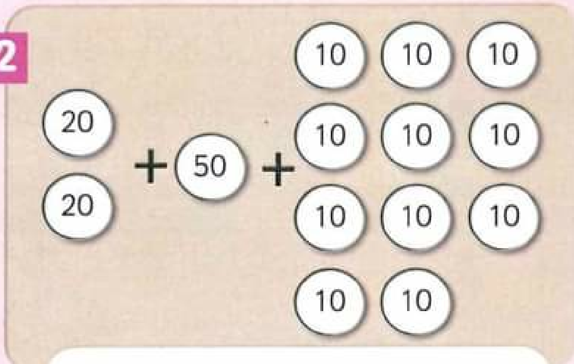
3 Add up the coins and circle the correct answer

1



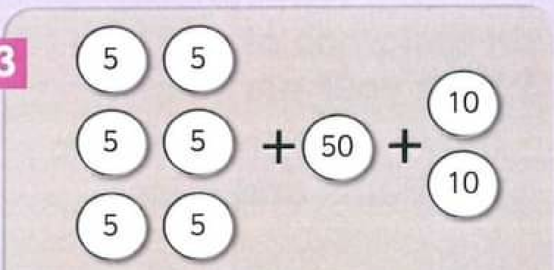
- **a** 1 Egyptian pound
- **b** 2 Egyptian pounds
- **c** 3 Egyptian pounds
- **d** 4 Egyptian pounds

2



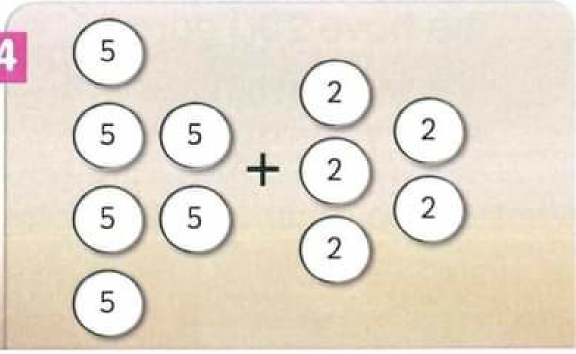
- **a** 1 euro
- **b** 2 euros
- **c** 3 euros
- **d** 4 euros

3



- **a** 1 dollar
- **b** 2 dollars
- **c** 3 dollars
- **d** 4 dollars

4



- **a** 4 yuans
- **b** 40 yuans
- **c** 40 jiao
- **d** both **a** and **c**



4 Work with your group to select a country. Now complete and draw

Country: ....

Currency: ....

What you can see on the currency:

....

....



1 Circle the things you like in the toy shop. Write the total



22 euros



20 euros



220 euros



30 euros



180 euros



40 euros



5 euros



10 euros

Total: ....



2 You have 200 euros. Ask and answer about what you could buy

What did you buy at the toy shop?





I bought a ball. It was for 5 euros.



3 With your partner, make your store. Draw the items and prices

What did you buy? I bought ....



4 Role play: You sell things in your store and buy things from others





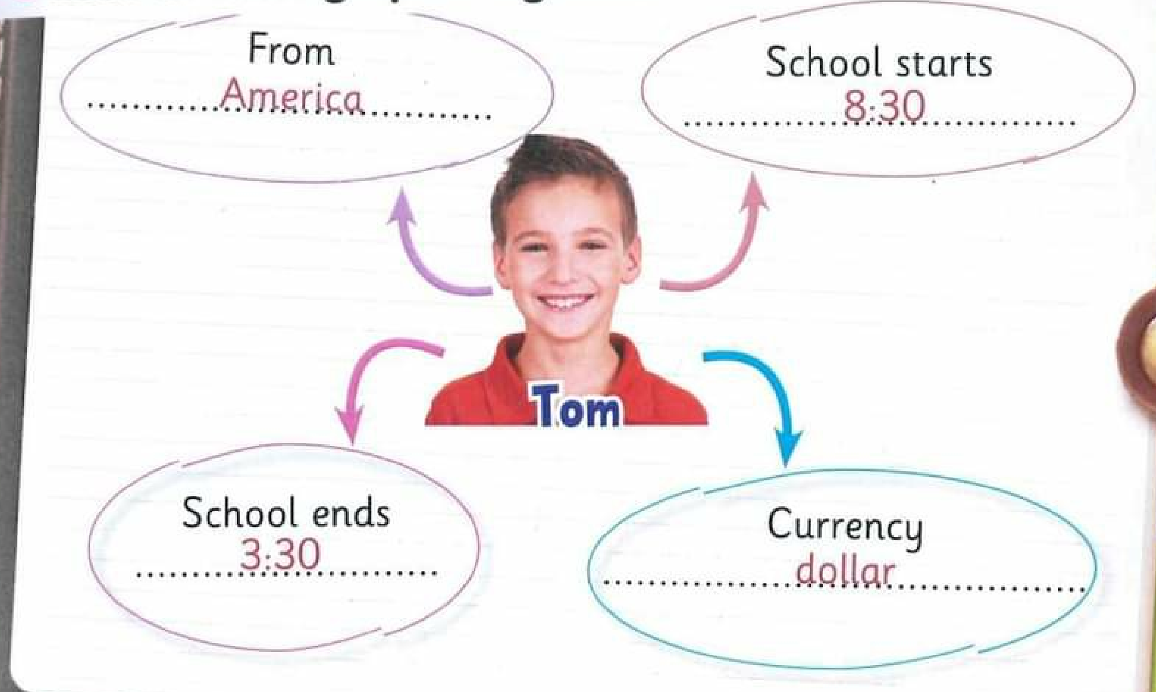
How much is the robot?

It's for 20 euros.

Language: *What did you buy? I bought...*
How much is it? It's for ...

Writing: Plan your paragraph

5 Look at Tom's graphic organizer



6 Help Tom to complete his paragraph

I'm **1** .... I'm from **2** .... I start school at **3** .... I finish school at **4** .... Our currency is the **5** ....

7 Complete this graphic organizer about yourself

From
....

School starts
....

Name
....

School ends
....

Currency
....

8 Now write a paragraph about yourself in your notebook

Project:
A country display

You will need:


colored cardboard


photos from magazine or the internet



glue


scissors



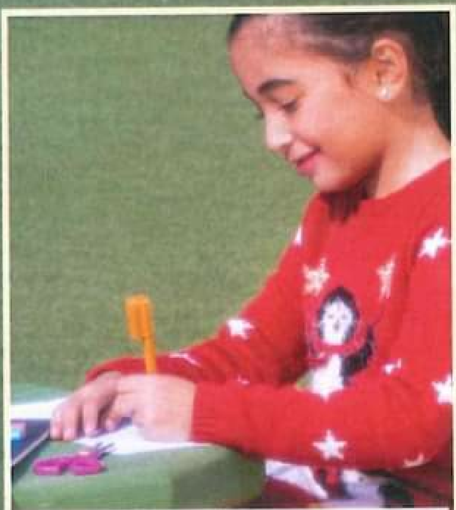
1 Read and make


1 Choose a country.

2 Find photos of this country that show:

- its map
- its currency
- its food
- its flag

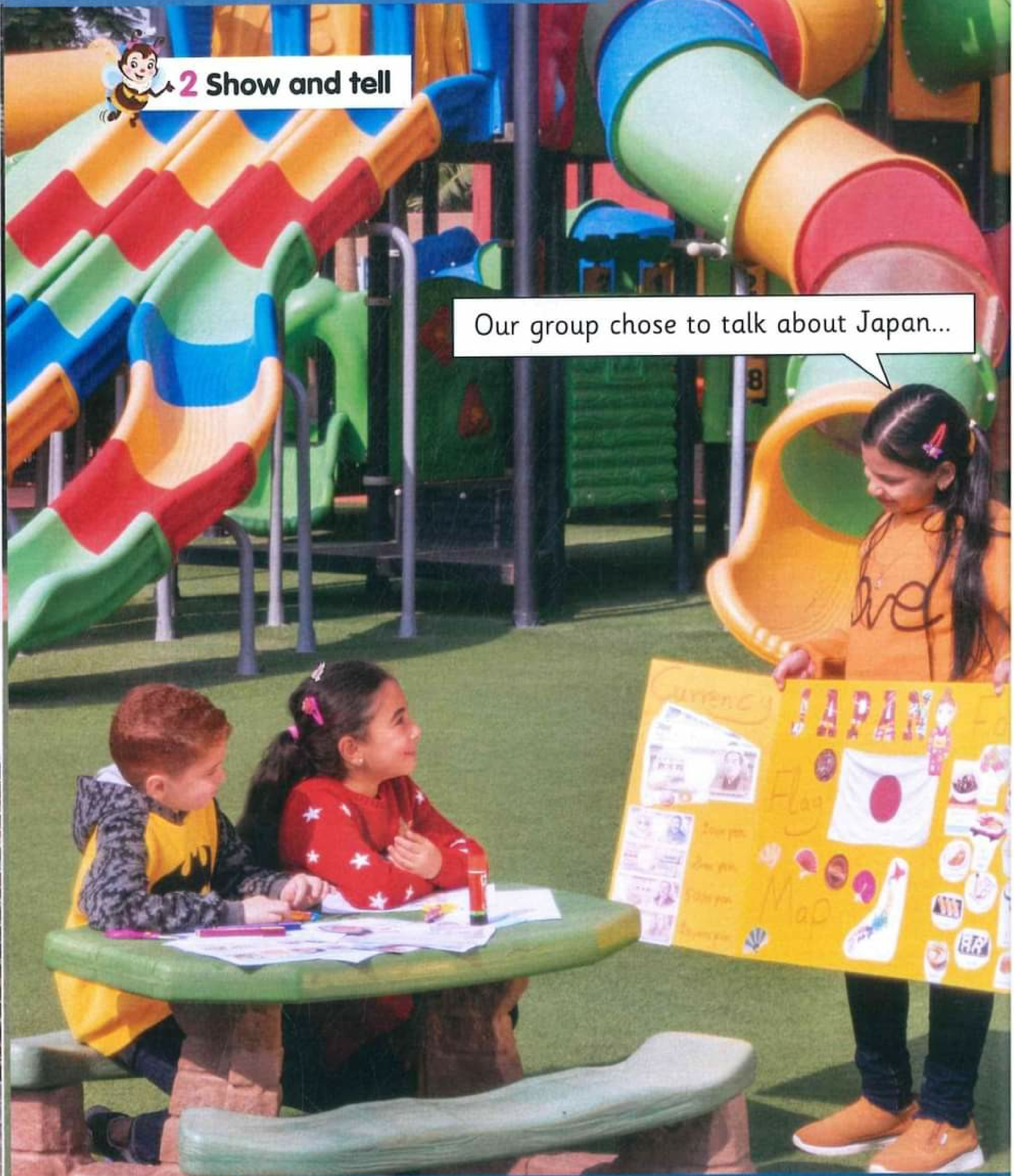

3 Stick these photos on your cardboard paper.


4 Label your pictures.

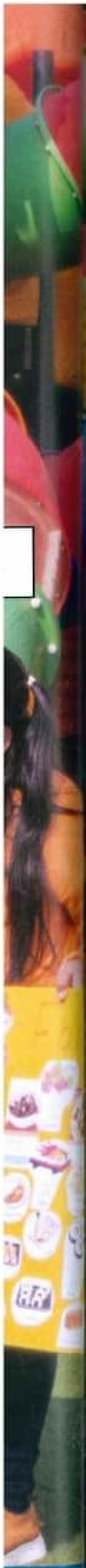


Show and tell

2 Show and tell



Language: *Our group chose to talk about Japan. The currency of Japar the yen. This is the Japanese flag: It is white with a red circle in the mida This is the map of Japan. The Japanese like to eat sushi and noodles.*





Self Assessment



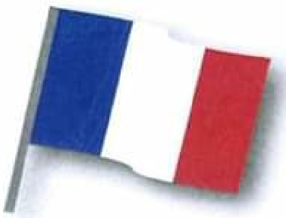
Read and color the stars that describe your effort

Reading and speaking 	I can read about some countries' food, school days and currency. ☆	I can talk in a simple way about some countries' food, school days and currency. ☆☆	I can talk about my country and some other countries' food, school days and currency. ☆☆☆
Writing 	I can complete sentences about some countries. ☆	I can complete a paragraph about some countries. ☆☆	I can plan and write a short paragraph about my country. ☆☆☆
Phonics 	I can read words with *ff*, *ll* and *ss* sounds. ☆	I can read and write words with *ff*, *ll* and *ss* sounds. ☆☆	I can read and write sentences with *ff*, *ll* and *ss* sounds. ☆☆☆
Issues and values 	I am kind to people from other countries. ☆	I can understand that there are differences between myself and people from other countries. ☆☆	I can talk about differences between myself and people from other countries. ☆☆☆
Math 	I understand that people use different kinds of money in other countries. ☆	I can do simple addition and subtraction using other currencies. ☆☆	I can understand other currencies and do addition and subtraction using them. ☆☆☆
Project 	I can work with my group to make a country display. ☆	I can work with my group to make a country display and give ideas to make it better. ☆☆	I can work with my group to make a country display and give ideas to make it better. I can talk about it in complete sentences. ☆☆☆

Japan
e middl
es.

Play time

1 Complete the table

Flag	Country	Nationality
	China	
		
		American

2 Match the ASL to the countries









a I'm from America.

b I'm from Egypt.

c I'm from China.

d I'm from France.

1 Complete the text with the words in the box

10	cents	China	piastres
money	Egypt	100	euro

Different countries have different money.

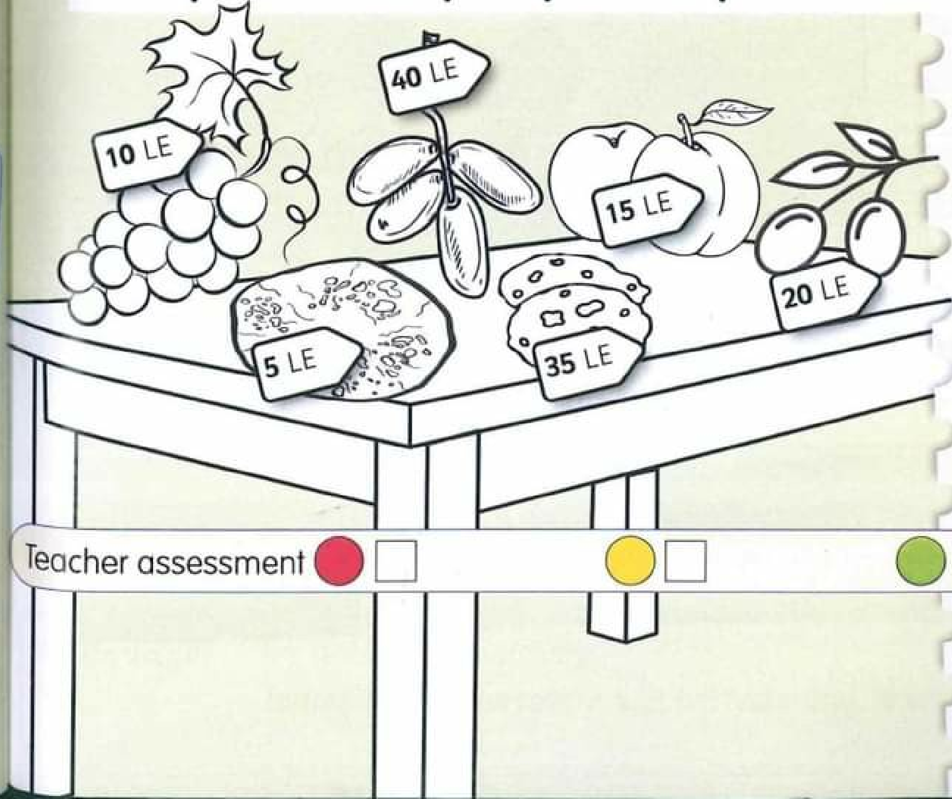
In France, the money is the 1 .... One euro is 2 .... cents.

In 3 ...., the money is the pound. One pound is 100 4 ....

In America, the 5 .... is the dollar. One dollar is 100 6 ....

In 7 ...., the money is the yuan. One yuan is 8 .... jiao.

2 You have 50 pounds. Color your favorite snacks and add up how much you spend. Say how much is left



....

....

....

....

Total: ....

How much money is left:

....

Teacher assessment ☐ ☐ ☐ ☐

Unit 8 Seasons of the year

1 Look, listen and read. Who likes the fall? Why?



Listening and speaking

2 Listen, point and say



1 In November, it's cold.



2 In August, it's hot.



3 In April, it's sunny.



4 In January, it's rainy.

3 Read and match



I like the spring because it's sunny.

I like the fall because it's not too hot.



Hi. I'm Nada. I'm from Mansoura. I like the spring. I like the flowers and the colorful trees. It's sunny **today**. I like sunny days. It was a little cold **yesterday**, but **tomorrow** it will be hot. I can go to the park and play there.

1 Today,
2 Yesterday,
3 Tomorrow,

a it **will be** hot.
b it **was** cold.
c the weather **is** sunny.

Language: *It's hot/cold/rainy/sunny.*
Today, it is/Tomorrow, it will be/Yesterday, it was …

Listening:
Months of the year

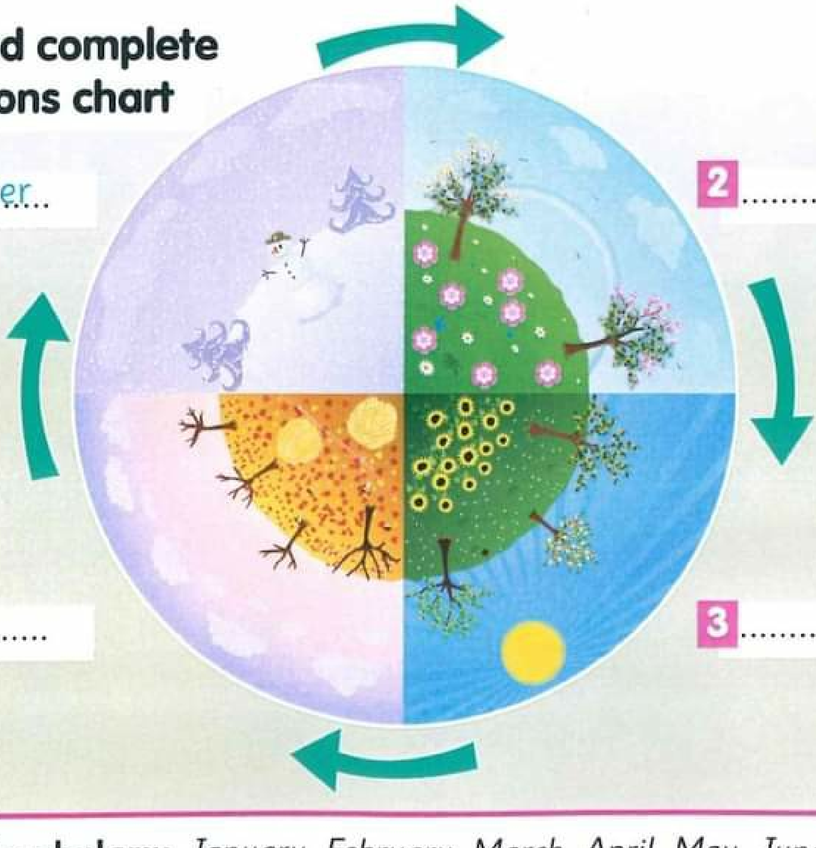
1 Read and listen. Then listen again and repeat



2 Listen and complete the seasons chart

1 ...winter...

2 ....



4 ....

3 ....

Vocabulary: *January, February, March, April, May, June, July, August, September, October, November, December, birthday*

Listening and speaking



3 Which months are special? Listen and complete

My favorite month is 1 .... because it's my birthday and we have a special party. I also love 2 .... this year because we have Eid Al-Fitr.

3 .... and
4 .... are also fantastic months for me. My grandparents come to see us!





4 Which months are special to you? Why?



gust,

Listening and speaking: Our birthday calendar



1 Listen and write these names on the calendar below

October

Mazen	Mariam
Jana	Omar
Fares	Farida

2 Now say

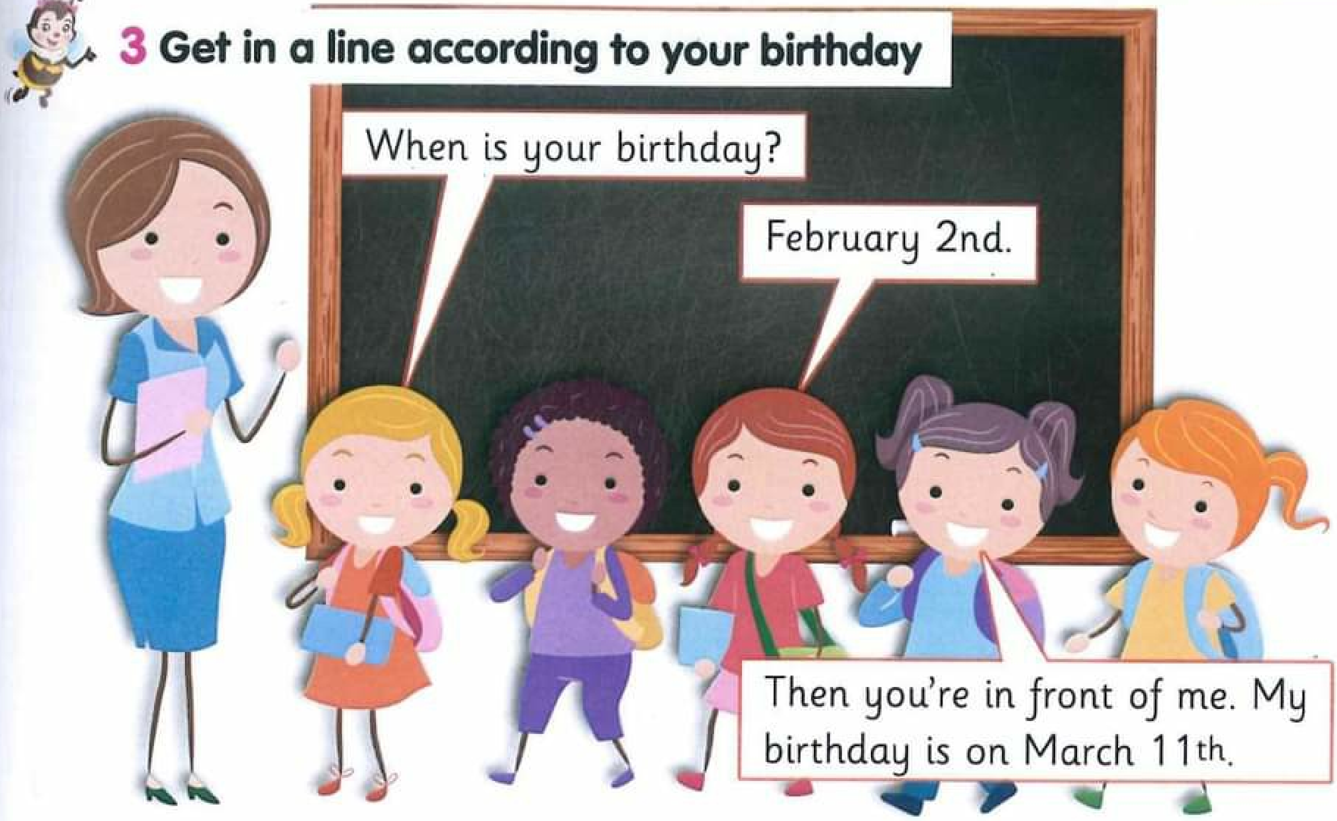


Mazen's birthday is on October 21st.

October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21 Mazen	22	23	24	25
26	27	28	29	30	31	

3 Get in a line according to your birthday



4 Listen and sing the birthday song

Tip!
To write your birthday, start with the month, then the day of the month. We use *1st*, *2nd*, *3rd*, *4th*, etc. to write the date.

When is your birthday month? 1, 2, 3...
When is your birthday month? Sing with me.
January is my birthday month. Happy birthday to me!
January is my birthday month. Say with me.
When is your birthday month? 1, 2, 3...
When is your birthday month? Say with me.
February is my birthday month. Happy birthday to me!
February is my birthday month. Say with me.



Language: *When is your birthday?*
It's on (March 11th).

Social Studies:
Seasons in different countries

What's the season?

1 Read and listen. How many seasons are there in Egypt?

The Earth moves around the sun. This makes changes in the light and temperature. It makes the different seasons.

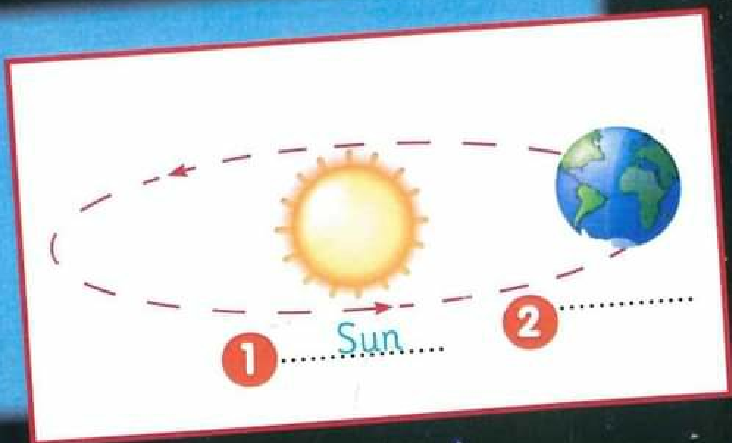
In many countries, like America and Egypt, there are four different seasons: spring, summer, fall, and winter. In some countries, like Uganda in Africa, there is one season. Uganda is near the **equator**, and it has the same weather all year.

In spring, plants and trees grow and we see flowers. In summer, it's very hot and we can go to the beach with our family. In fall, the leaves on the trees change to orange and they fall on the ground. In winter, it can be very cold. In some countries, it snows in winter.



2 Read and listen again. Complete the diagrams with the words in the box

fall	Earth	summer	~~Sun~~





3 Listen. Match the countries to the photos

1 America   2 France   3 Uganda   4 Egypt   5 China

A


B


C


D


E


4 What is your favorite weather? Draw and color a picture

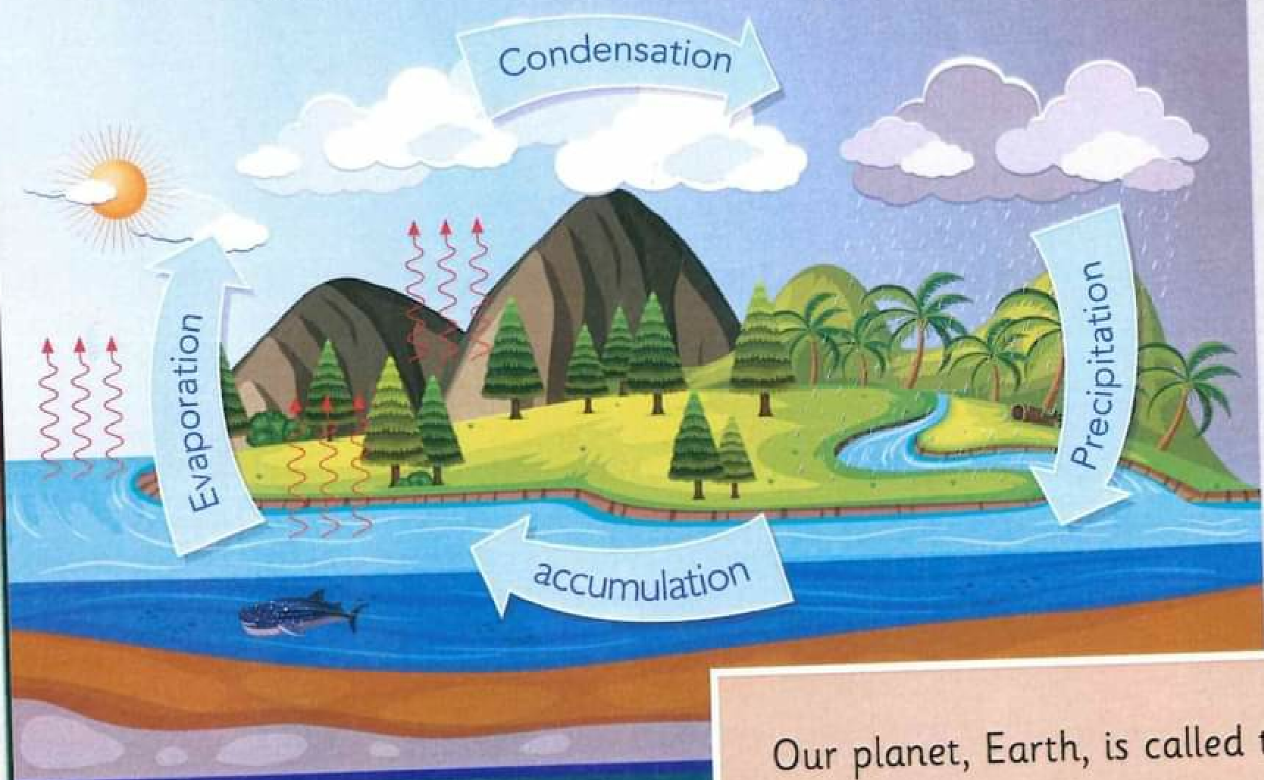
Language: *I'm from America.*
In winter, it's very cold and we get snow on our faces.

CLIL: Science:
The water cycle

1 Read and complete with the words in the box

clouds moves rain sea sky starts sun ~~a lot of~~ wind

The Water Cycle



Our planet, Earth, is called the 'blue planet' because there is **1** ....a lot of.... water. Plants and animals need water. Water on our planet **2** .... all the time. This is **the water cycle**.



Unit 8

The rain falls from the sky. The water goes to the sea, rivers and the earth.

The **3** .... warms the sea and earth and the water becomes water vapor. It goes into the **4** .... This is called **'evaporation'**.

Then the water vapor comes together to make **5** .... This is called **'condensation'**.

The **6** .... blows the clouds in the sky. When the clouds become very big and heavy this makes **7** ....
The rain falls on the sea and earth and this is called **'precipitation'**.

The water goes into the earth, rivers and the **8** ....
This is **'accumulation'**. Then the water cycle **9** .... again.

2 Now listen and check

3 Read and guess with one of the processes

evaporation   condensation   precipitation   accumulation

1 In which process does the water go into the earth, rivers and the sea? ....

2 In which process does the water go into the sky? ....

3 In which process does the water come together to make clouds? ....

4 In which process does the water fall on the sea and earth?

....

Learn sounds with Busy Bee! spr str

1 Listen and repeat

1


2


3


street

4


strawberry

5


straight

2 Listen and write

1 ______________.

2 ______________.

3 ______________.

4 ______________.

5 ______________.

Phonics: the *spr/str* sounds

3 Trace the sentences

1 Spring is my favorite season.

2 We eat strawberries in the street in spring.

4 Put the sentences in the correct order to make a paragraph

a Everything grows and is new. ( )

b My favorite season is spring. (1)

c What's your favorite season? ( )

d The flowers grow in my garden, and there are butterflies. ( )

Tip!

When writing your paragraph ...
- remember to have a capital letter at the beginning of every sentence.
- remember to have a period (.) or a question mark (?) at the end of every sentence.

5 Write about your favorite season

My favorite season is ....

....

....

....

....

....

Issues: Water conservation



1 Listen and read

1 Use only the water you need to make coffee and tea.



2 Turn off the **faucet** when brushing your teeth.

2 Ask and answer

How do you conserve water at home?

I take a short shower.

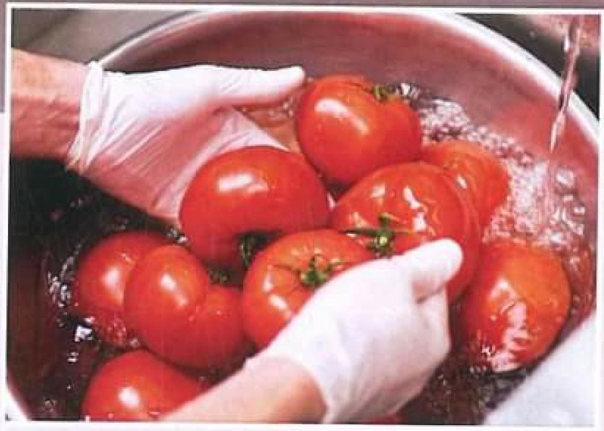




3 **Turn off** the water when putting shampoo on your hair. Take short **showers**, not long baths.



4 **Water** your plants in the early morning or evening.



5 Wash fruits and vegetables in a **bowl** of water.



3 How do you conserve water at home? Write

I take short showers, not long baths.......................................

....

....

....

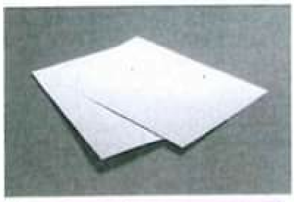
Language: *Conserving water, turn off the faucet when brushing your teeth.*

Project:
Water conservation poster

You will need:



glue


poster paper


Pictures or drawings of yourself at home


scissors

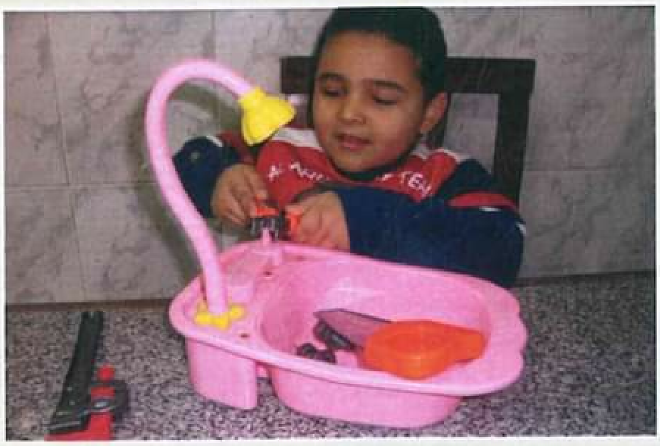

markers

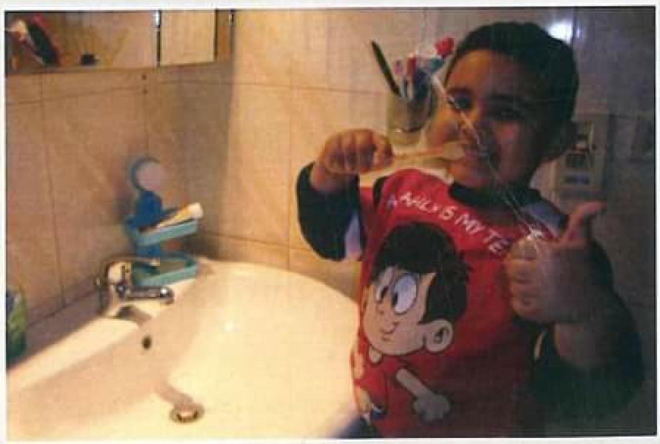


1 Read and make your water conservation poster

1 Take or draw photos of yourself at home saving water / not saving water.

Do ✓


Fix the faucet if it drips.


Turn off the water when brushing your teeth.

Don't ✗


Take long baths.


Use a lot of water when you wash the dishes.

2 Cut the photos or drawings.



3 Stick the photos on your poster paper.



2 Show and tell



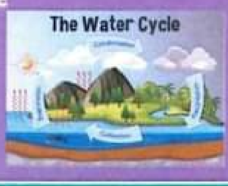
Language: *This is my water conservation poster. Fix the faucet if it drips. Turn off the faucet when you don't need water.*



Self Assessment

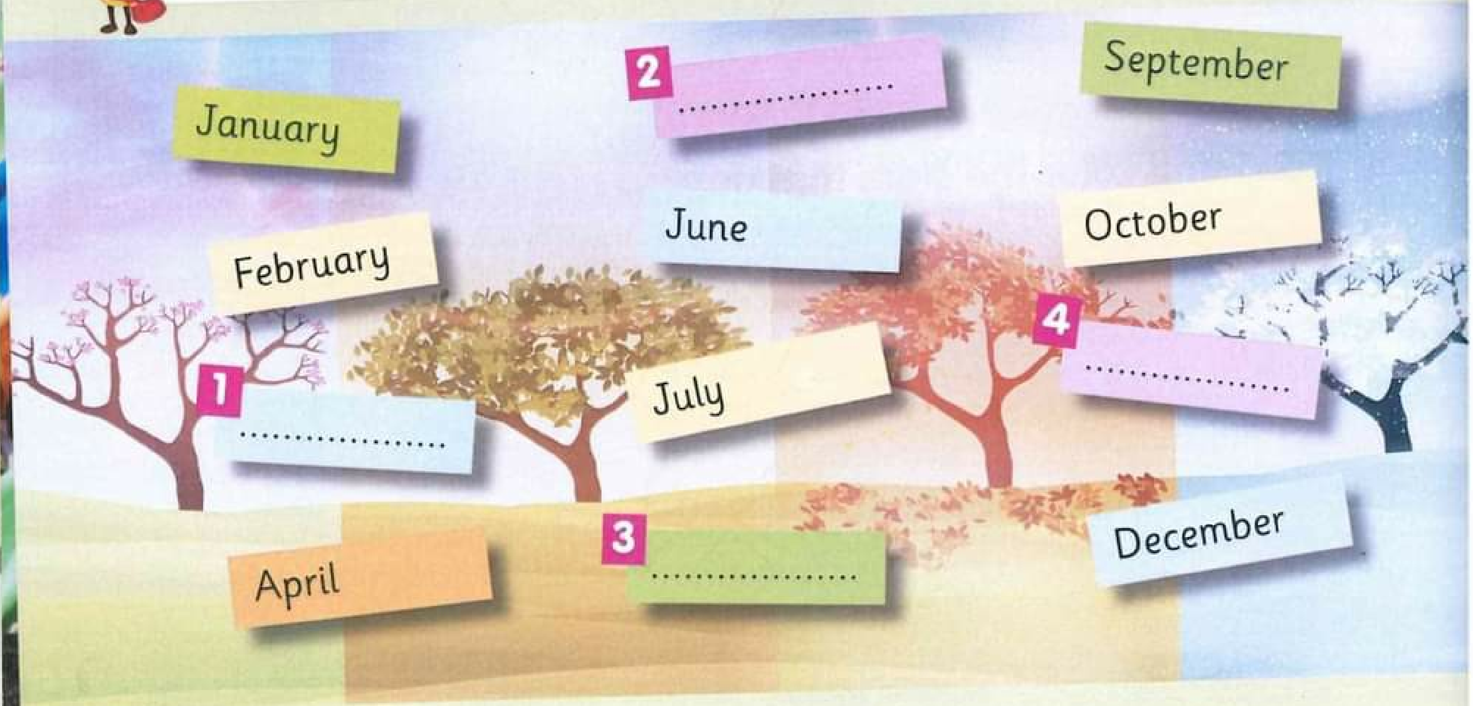


Read and color the stars that describe your effort

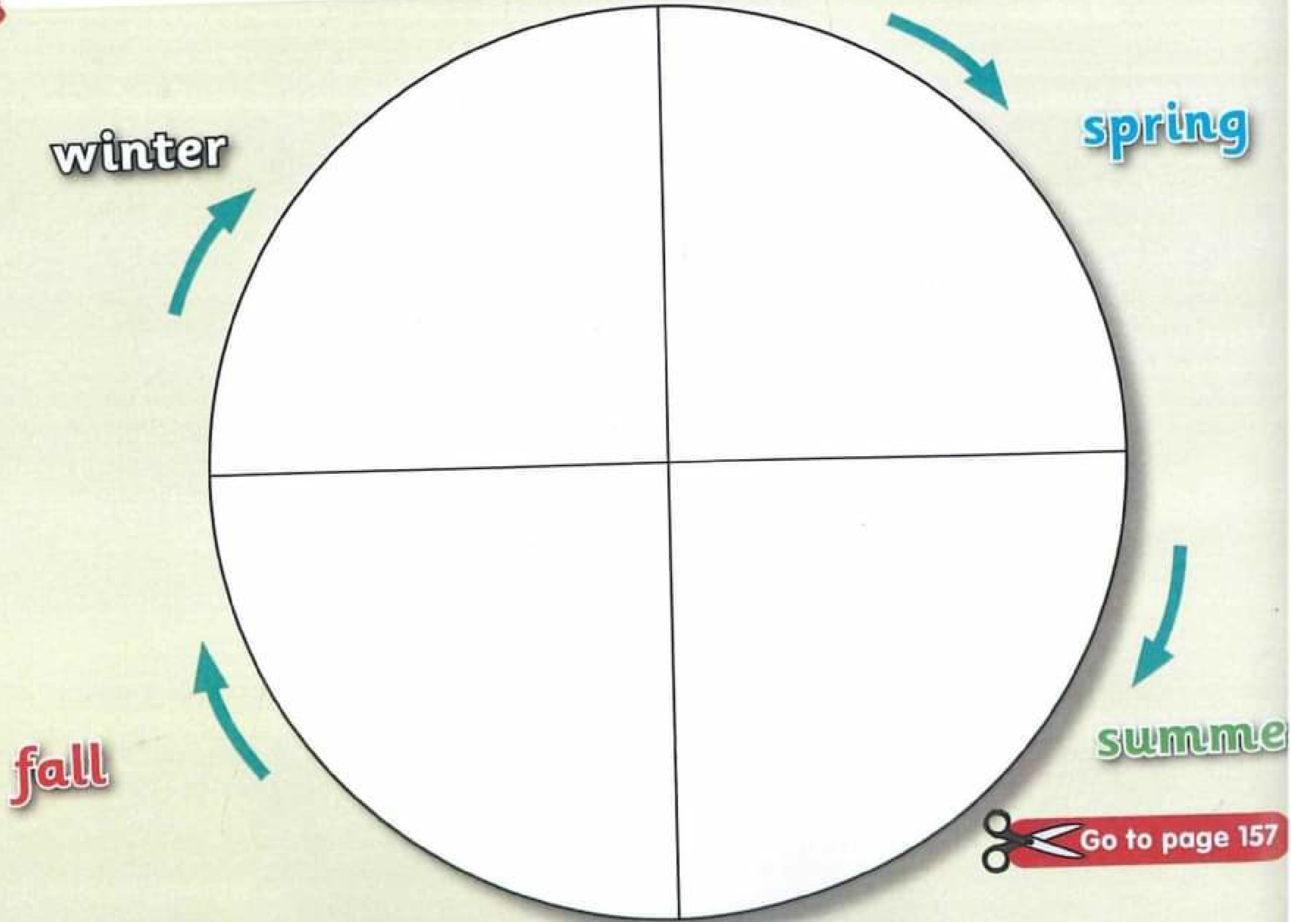
Reading and speaking 	I can identify some facts about the seasons, the water cycle and ways to conserve water. ☆	I can talk about the seasons, the water cycle and ways to conserve water in short sentences. ☆☆	I can talk about the current season, the water cycle and what I can do to conserve water. ☆☆☆
Writing 	I can complete sentences about the seasons, the water cycle and ways to conserve water. ☆	I can write short sentences about the seasons, the water cycle and ways to conserve water. ☆☆	I can write short paragraphs about the seasons, the water cycle and ways to conserve water. ☆☆☆
Phonics 	I can read words with *spr* and *str* sounds. ☆	I can read and write words with *spr* and *str* sounds. ☆☆	I can read and write sentences with *spr* and *str* sounds. ☆☆☆
Science: The water cycle 	I understand that water has different forms in the water cycle. ☆	I can identify the different forms of the water cycle. ☆☆	I can explain the different forms of the water cycle. ☆☆☆
Project 	I can work with my group to make a water conservation poster. ☆	I can work with my group to make a water conservation poster and help other members in the group. ☆☆	I can work with my group to make a water conservation poster and give ideas to make it better. ☆☆☆

Play time

1 Read and write the missing months



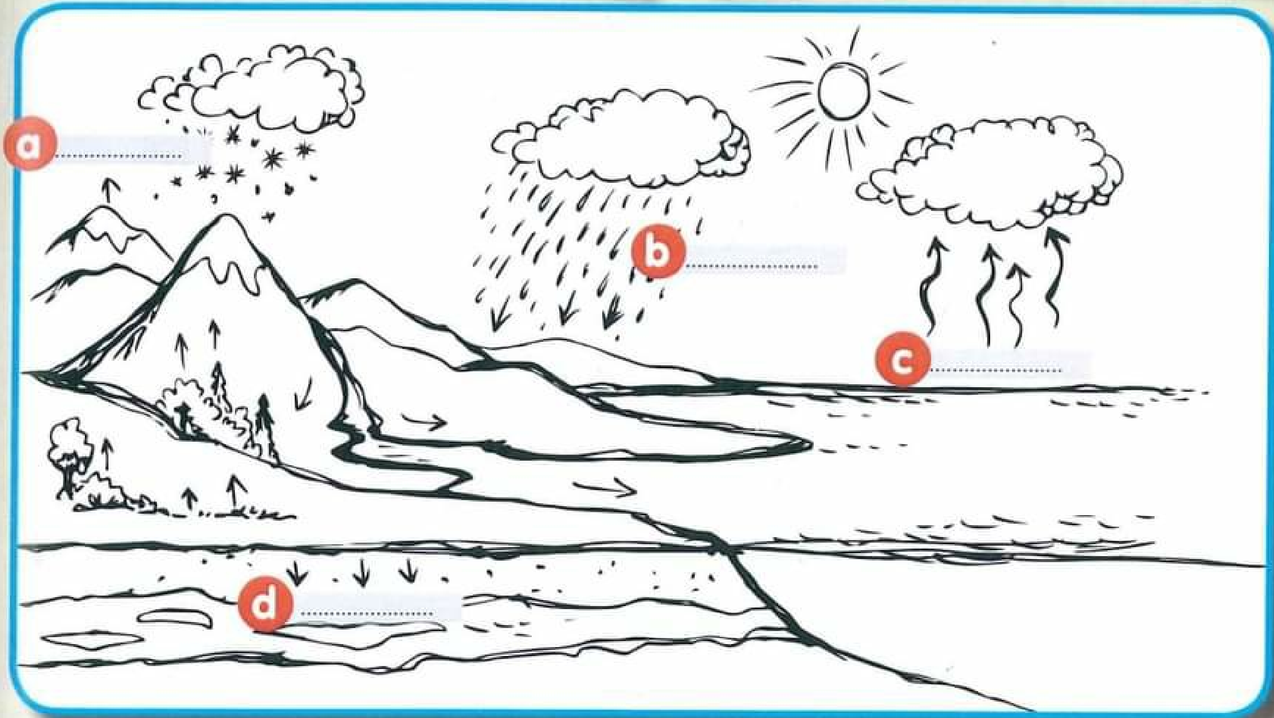
2 Cut and paste the seasons



Go to page 157

1 Label and color the picture

accumulation | condensation | evaporation | precipitation



2 Complete with spr or str and match

1 str eet — a
2 ___ay
3 ___aight
4 ___ing
5 ___awberry









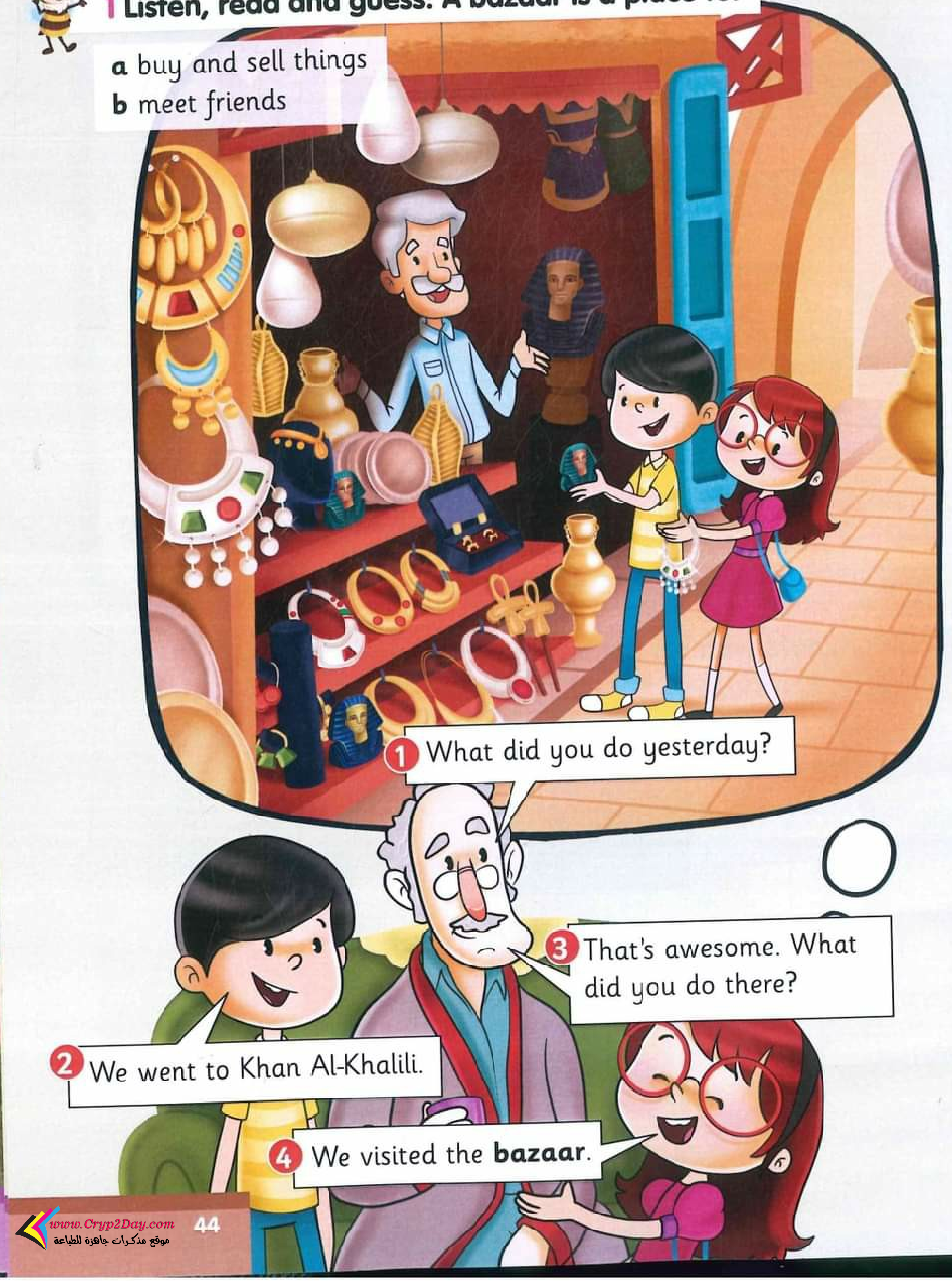


Teacher assessment ☐ ☐ ☐ ☐

Unit 9 What did you do?

1 Listen, read and guess: A bazaar is a place to:

a buy and sell things
b meet friends



Listening and reading





2 Put what Hany and Hana did in order

a They baked a cake. ☐ **b** They visited the bazaar. ☐
c They gave Mom a present. ☐ **d** They bought jewelry. ☐

Listening
At the bazaar

1 Listen, point and say

jewelry



a bazaar





a necklace



earrings



a bracelet



a ring

2 Listen, read and answer

Khan Al-Khalili is in the heart of **Old Cairo**. It is about 600 years old. When you visit Khan Al-Khalili, you will find many markets for jewelry, fabric, **perfume** and **spice**. You will find restaurants and cafés where you can take a break from shopping, and have pizzas and coffee.

1 How old is Khan Al-Khalili?

....

2 What can you buy there?

....

3 Where can you take a break?

....

3 Listen and complete the questions with the missing words

1 What did you ..do.. yesterday?





2 What .... Waleed do yesterday?

3 What did Amina .... yesterday?





4 .... did your sisters .... yesterday?

4 Match the replies to the questions in Exercise 3

a She **bought** jewelry. ☐

b They **baked** a cake. ☐

c He **bought** a necklace. ☐

d I **visited** the bazaar. ☐

Vocabulary: *jewelry, earrings, bracelet, necklace, bazaar*
Language: *What did you do yesterday? I visited a bazaar.*

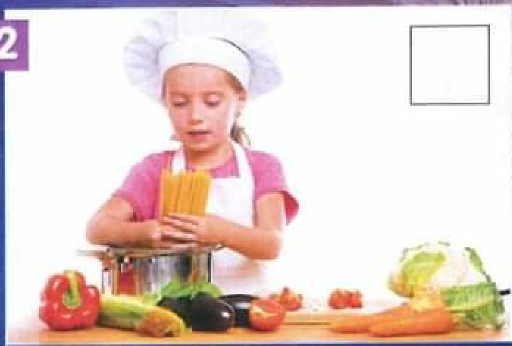
What did you do last weekend?



1 Listen and match the names with what they did

1 

Judy

2 

Habiba

3 

Fareeda

4 

Sherif

a **cooked** dinner for her grandparents.
b **played** with his baby cousin.
c **worked** for her test.
d **traveled** to Alexandria.



2 Complete the table with the verbs

Simple present	Simple past
play	1 ....
2	cooked
travel	3 ....
4	worked





3 What did you do last weekend? Ask and answer. Then write three sentences

1 I visited my grandmother.
2 ....
3 ....

A trip to the museum

4 Read and listen. What did Hana see at the museum?

5 Read again and circle the verbs

I visited the Egyptian Museum in Cairo yesterday with my school. We traveled to the museum by bus. We saw beautiful **gold** and **silver** jewelry from ancient Egypt. We looked at Tutankhamun's necklaces and bracelets – they were awesome! I loved the museum. I was very excited.
I bought some jewelry from the museum shop for my grandma. I had a great day at the museum.

6 Complete with the past form of these verbs

travel	look at	stay	have	~~go~~

Last Friday our class **1** ......went...... to Luxor Museum. We **2** .... by train because it is fast and safe. We **3** .... the statue of Amenhotep III and the mummies of Ahmose I and Ramses I.
We **4** .... there for 3 hours.
We **5** ....a really great time at the museum.

Tip!

In the simple past we change regular verbs by adding **-ed**:

- I cook**ed** dinner for my grandparents.
- I visit**ed** the Cairo Museum.

But there are many irregular verbs:

- I **have** a great day at the museum. ➜ I **had** a great day at the museum yesterday.
- I **am** excited. ➜ I **was** excited yesterday.
- I **go** by bus. ➜ I **went** by bus yesterday.

Learn sounds with Busy Bee! pr br

1 Listen and read. Then say


present



price


printer


princess


bracelet


brush


branch

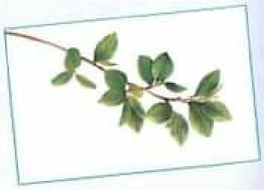

broom


bread

2 Trace and match each picture to the correct word







a princess
b branch
c broom
d brush
e printer

Phonics: the *pr/br* sounds

Learn to write with Busy Bee!



3 Look and trace the sentences







a The present is a printer with a price.

b The branch is brown.

c The princess wears a bracelet.

Tip!

Capitalization

Capitalize the names of famous monuments and places:
the Sphinx
Luxor Museum
Giza Zoo



4 Read and add the correct capitalization marks

the egyptian museum has many beautiful monuments. you can buy presents at khan al-khalili in cairo.



5 Find and write

1 
broom

2 
....

3 
....

p	r	i	n	c	e	s	s	x	b	r	u	s	h	y	s	p	x	m	n	o	l
p	r	i	n	t	e	r	e	r	b	r	a	n	c	h	h	j	x	g	j	j	y
e	m	w	i	o	b	r	o	o	m	d	o	n	f	e	y	f	g	n	j	k	l
c	o	m	e	i	x	y	f	b	r	o	w	n	b	r	a	c	e	l	e	t	z

4 
....

5 
....

6 
....

7 
....

Loyalty and belonging:
Jewelry in Ancient Egypt



1 Read and listen to the text. Why do you think ancient Egyptians like jewelry?

Jewelry in Ancient Egypt

Jewelry was very important in ancient Egypt. Men, women, and children wore jewelry. They wore it every day and for special days. They loved rings, bracelets, and necklaces.

The jewelry was very beautiful. Ancient Egyptian men made the jewelry from silver and gold. They also used stones with bright colors.

1 At first (around 4,000 years ago), the ancient Egyptians liked colored stones best. Look at this beautiful necklace.

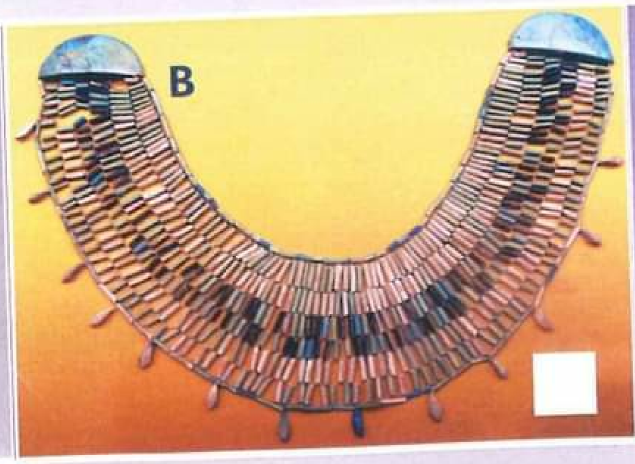
2 Then, around 3,300 years ago, the ancient Egyptians loved gold jewelry with colored stones. Look at this awesome jewelry from Tutankhamun. It has a big, blue eye.

3 Last, around 2,600 years ago, the ancient Egyptians liked animals in their jewelry. Look at this fantastic gold ring with birds.



2 Read the text again. Match the photos A-C with the paragraphs 1-3


A


B

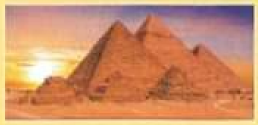

C

Tip!

Writing paragraphs

Sentence 1: a general, simple sentence. It says what the topic is about.

The Great Pyramid of Giza is very famous.



Sentences 2 and 3: gives more information about the topic:

It is about 5000 years old. It's 146 meters high.

Sentence 4: end sentence. It presents a summary or an opinion.

I love to visit the Great Pyramid of Giza.

3 Put the sentences in the correct order to make a paragraph

A This is Tutankhamun's jewelry. 1

B There are also green and gold lions. ____

C It has a blue insect. ____

D You can see the jewelry in the Egyptian Museum. ____





4 Write a paragraph on Tutankhamun's mask. Use these words:

beautiful made of gold about 5000 years old

....

....

....

Project:
An ancient Egyptian necklace

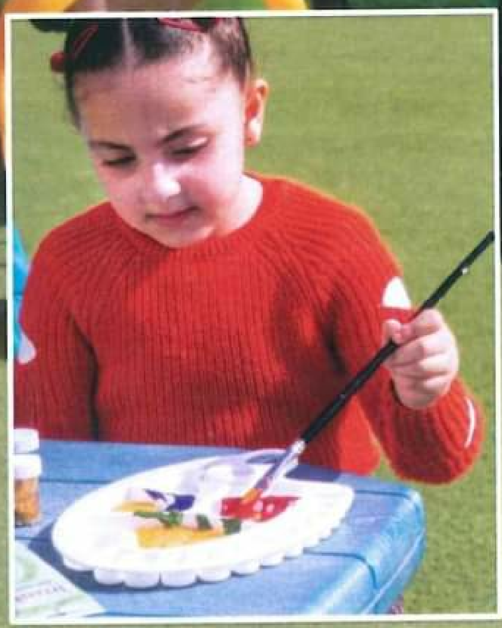
You will need:



buttons or beads | scissors | paint | pasta | colored paper | glue | string

1 Read and make your ancient Egyptian necklace





1 Cut your colored paper so that it looks like a big necklace.

2 Color your pasta with gold, red, green, or any other bright colors.



3 Decorate your necklace with paint, pasta and beads or buttons.



2 Show and tell

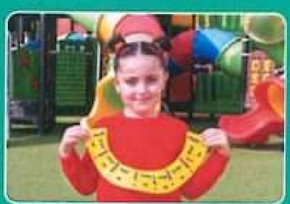


This is my ancient Egyptian necklace. It's gold with bright stones. The stones are ...

Language: *This is my ancient Egyptian necklace. It's green with bright stones. The stones are ...*

Self Assessment

Read and color the stars that describe your effort

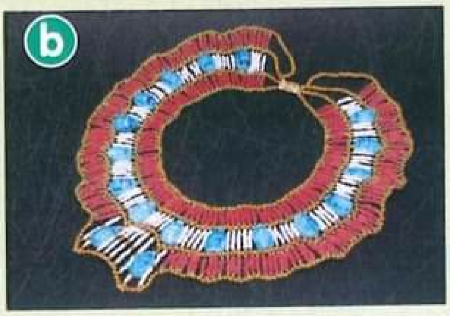
Speaking and reading 	I can read and say words for jewelry and ancient Egyptian monuments. ☆	I can talk about jewelry and ancient Egyptian monuments. ☆☆	I can talk about my favorite jewelry and ancient Egyptian monuments. ☆☆☆
Writing 	I can say the general sentence, the end sentence and the sentences which give more information. ☆	I can order the general sentence, the end sentence and the sentences which give more information to make a paragraph. ☆☆	I can write a paragraph with a general sentence, end sentence and sentences which give more information. ☆☆☆
Phonics 	I can say words with the *pr-* and *br-* sounds. ☆	I can complete words with the *pr-* and *br-* sounds. ☆☆	I can say other words with *pr-* and *br-* sounds. ☆☆☆
Social Studies 	I recognize ancient jewelry. ☆	I can identify different types of ancient jewelry. ☆☆	I can describe different types of ancient jewelry. ☆☆☆
Issues: Loyalty and belonging 	I like the jewelry and ancient monuments of ancient Egypt. ☆	I'm proud of the jewelry and ancient monuments of ancient Egypt. ☆☆	I understand that the jewelry and ancient monuments are part of Egypt's history. ☆☆☆
Project 	I work with others to make an ancient Egyptian necklace. ☆	I help my group members to make our ancient Egyptian necklace. ☆☆	I give ideas to make my group members' ancient Egyptian necklace better. ☆☆☆

Play time



1 Read and match













1 jewelry ☐	2 silver ☐	3 gold ☐
4 a bazaar ☐	5 necklace ☐	6 bracelet ☐



2 Color and write what you did on the weekend

On the weekend, I ....

....

....

I ....

....

....

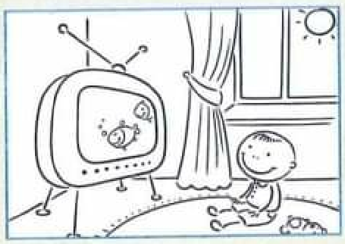
....

It was a ....

weekend.











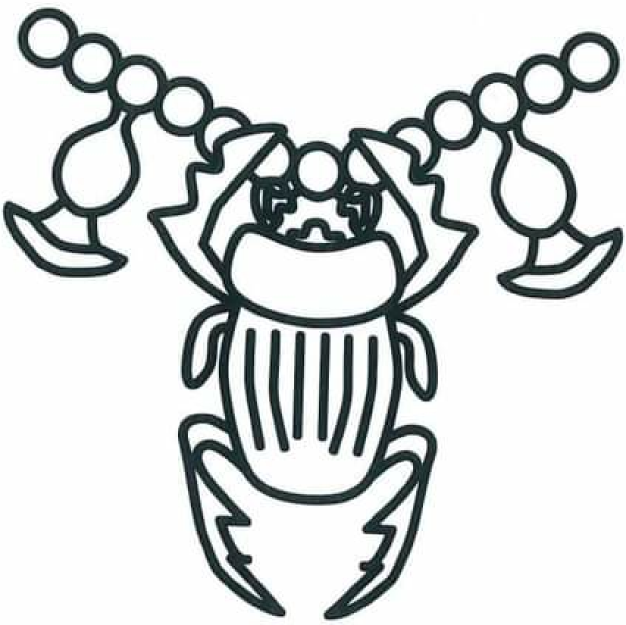


1 Match the sentence halves

1 The ancient Egyptians
2 You can find Tutankhamun's jewelry
3 Ancient Egyptians made jewelry
4 The ancient Egyptian jewelry
5 They liked

a jewelry with bright stones.
b was very beautiful.
c loved jewelry.
d in the Egyptian Museum.
e from gold and silver.

2 Color and talk about your ancient Egyptian jewelry



3 Order and write

1 princess / a / spider. / sees / The

....

2 play / sports? / you / Do / like to

....

Teacher assessment

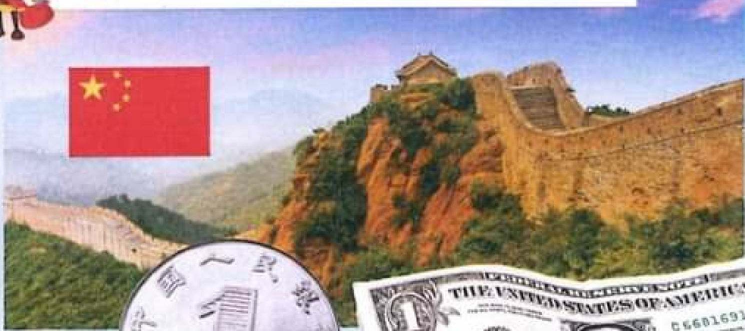
Review 3







1 Find the pictures and sort













The weather	Money	Countries	Jewelry
rainy			....
....			....
....			....
....			....





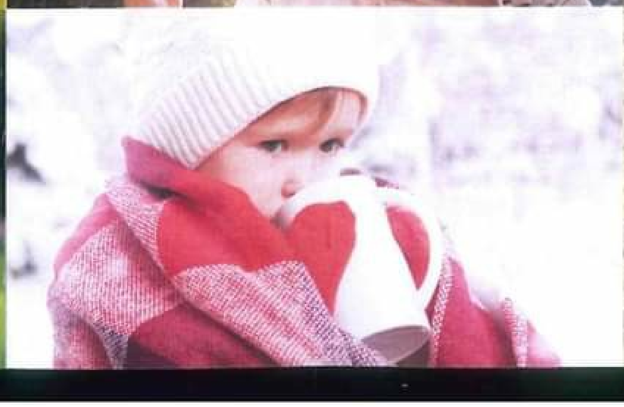












Writing

1 Match the countries to the nationalities

1 France ☐ 2 America ☐ 3 China ☐ 4 Egypt ☐

a Chinese b French c American d Egyptian

2 Look and complete with the words in the box



are
China
Egypt
France
French
~~from~~
live
Where

Tarek: Hi! Where are you 1 ......from...... ?

Gwok: I'm from 2 .... And you? Where 3 .... you from?

Tarek: I'm from 4 .... 5 .... are you from?

Etienne: I'm from 6 .... I'm 7 .... I 8 .... in Paris.

Tarek: Let's go and play!

Gwok and Etienne: Yes!

3 Listen and check

4 Look and complete

1

do _ _ ar

2

_ _ _ awberry

3

be _ _

4

co _ _ ee

5

mu _ _ in

6

_ _ _ ing

7

gla _ _

8

_ _ _ eet

5 Look and write. Then say

6 Listen and check. Then say


Yesterday, my mom had ❶ .... and a ❷.............. with her friend.


In the ❸ ...., we see a ❹ .... with lots of ❺ ....


There is a ❻ .... under the ❼.............. .

7 Listen and write

pr	br
1 ......present......	4 ....
2	5 ....
3	6 ....

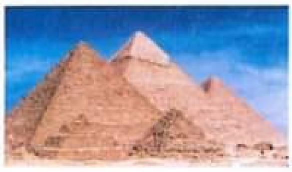
Self Assessment



1 Tick what you can do. Now I can ...

1 talk about countries, money and touristic places. ☐





2 say months of the year and the weather. ☐

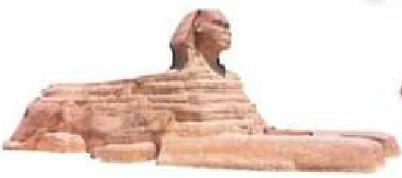





3 talk about jewelry and ancient Egyptian monuments. ☐



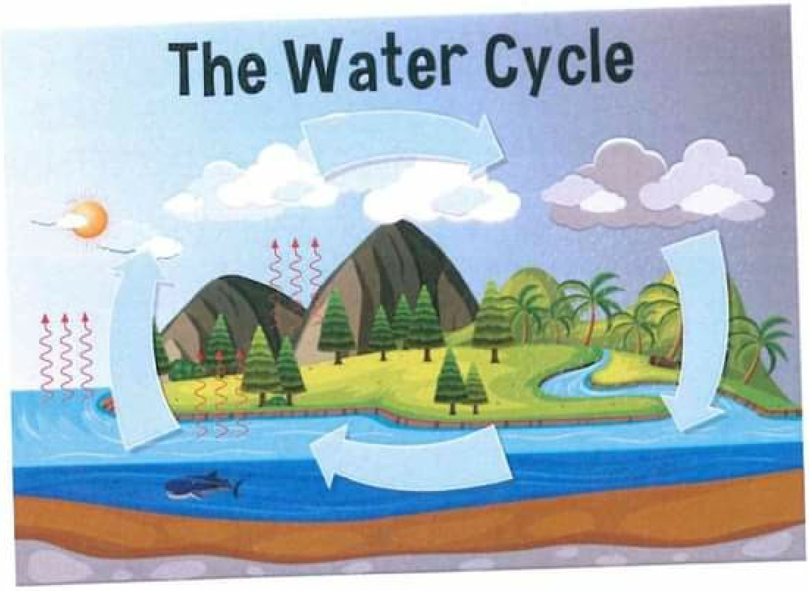


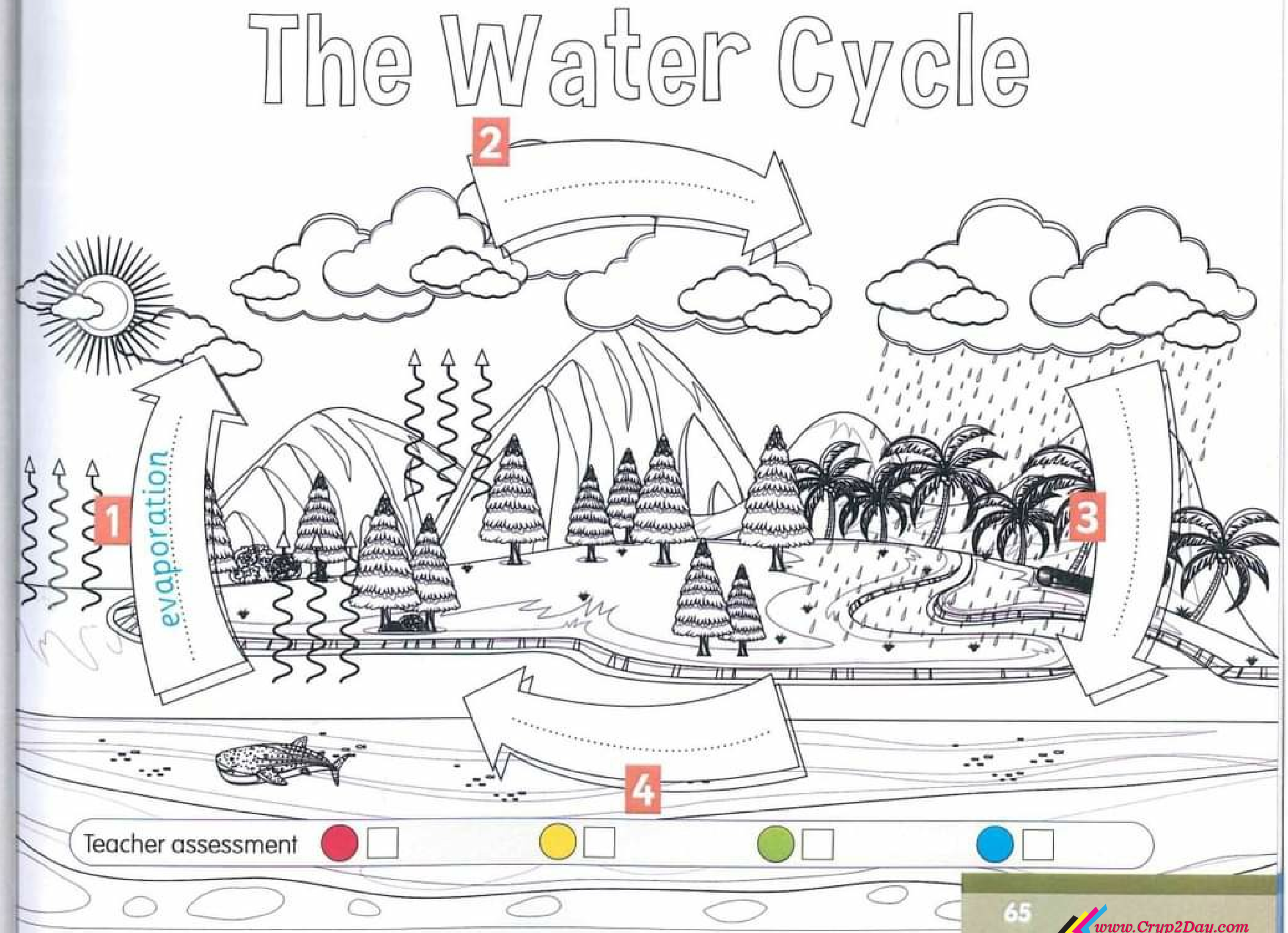




4 say these sounds. ☐

ff
ll
ss
str
spr
pr
br

1 Look, color and label the water cycle





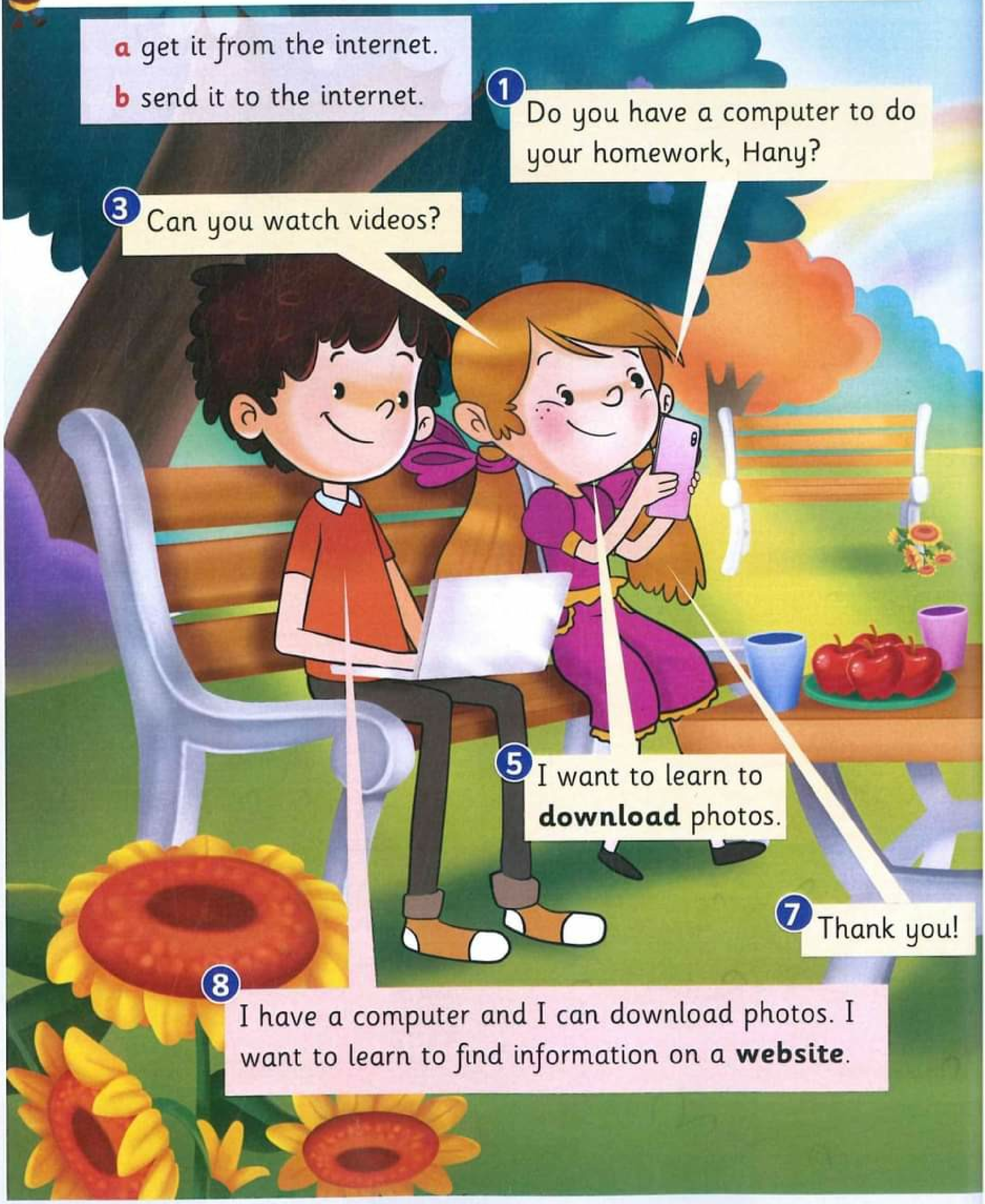
Teacher assessment

Unit 10 Let's search online!

1 **Listen, read and guess: When you *download* a photo you:**

a get it from the internet.

b send it to the internet.



Listening and reading



2 Read again and match

1 Hany	a wants to download photos.
2 Amira	b can help Amira.
3 Youssef	c can watch videos on his tablet.
4 Hana	d wants to find information on a website.

Vocabulary:
Digital technology

1 Listen, point and say



2 Complete using words from Exercise 1

1 We use this for moving the arrow (↖) on the screen. ....mouse............
2 My mom uses this small device for calling people. ....
3 We can use this on the internet to find information. ....
4 It is bigger than a cell phone. It is smaller than a computer.
....
5 This is used to see things on your computer. ....
6 We can read and find this on the internet. ....
7 We use this for writing on a computer. ....
8 This is an electronic device. We can write and find information on it.
....

3 Listen and check

Vocabulary: *internet, website, cell phone, tablet, mouse, computer, keyboard, information*

Language use



4 Listen and read

Digital technology makes our world bigger and more exciting:



I **can learn** things from different websites.



I **can talk** to my grandma in Cairo.



My mom and dad **can order** things.



I **can watch** videos.



I **can download** music from all over the world.



I **can use** the internet for my homework.



5 Say and write. What can you use digital technology for?

....

....

....

Digital citizenship: Being a good digital citizen

Tip!
A digital citizen uses the internet a lot. He/She doesn't copy from other people, and is kind and safe online.

Personal information



1 Read and match

1 What's your telephone number?
2 What's your address?
3 What's your password?
4 What's your family name?
5 When's your birthday?

a 21 Nabil Shohdy St.
b 01099479756
c Ibrahim
d August 10th
e Daddy765?



2 What is safe online? Read and complete with your partner

Safe online	Not safe online
2	1
☐	☐
☐	☐
☐	☐
☐	☐

1 I can tell everyone my password.
2 I can tell everyone about my dinner.
3 I can tell everyone how I feel today.
4 I ask adults which websites are safe.
5 I ask an adult if it's OK to use the internet.
6 I can share my address with everyone.
7 I can talk to people I don't know.
8 I can tell everyone my mom's phone number.
9 I can share my photos with everyone.
10 I can find information for my homework.



3 Write 3 things you do to stay safe online

....

....

....

4 Read and guess the meaning of the words in bold. Use your dictionary to check



Adam, Aser and Eyad wanted to do **research** on a school project. They worked for two hours to do the project, but they didn't finish. Aser wanted to copy information from some websites so they could finish early.

Adam and Eyad said, 'It's not right to copy **information** from any website. We want to find information from many websites and do our own work'.

The boys met the next morning and worked for three hours to finish the project. Adam wanted to use Eyad's computer. He asked Eyad to come and write his **password** because it is not safe to tell anyone your password.

At 12 o'clock the boys were very tired. Eyad wanted to work for three more hours but Adam said, 'It's not healthy to **spend** too much time on the internet. It can hurt our eyes'. Adam and his friends met the next day and finished their project. The boys were happy because they found new information and finished on time.

5 Read again and tick what Adam and his friends did

- a They didn't tell anyone their passwords. ☑
- b They sent their photos to everyone. ☐
- c They watched videos online. ☐
- d They didn't spend too much time on the internet. ☐
- e They used the internet for a school project. ☐
- f They copied other people's work on the internet. ☐
- g They were careful online. ☐

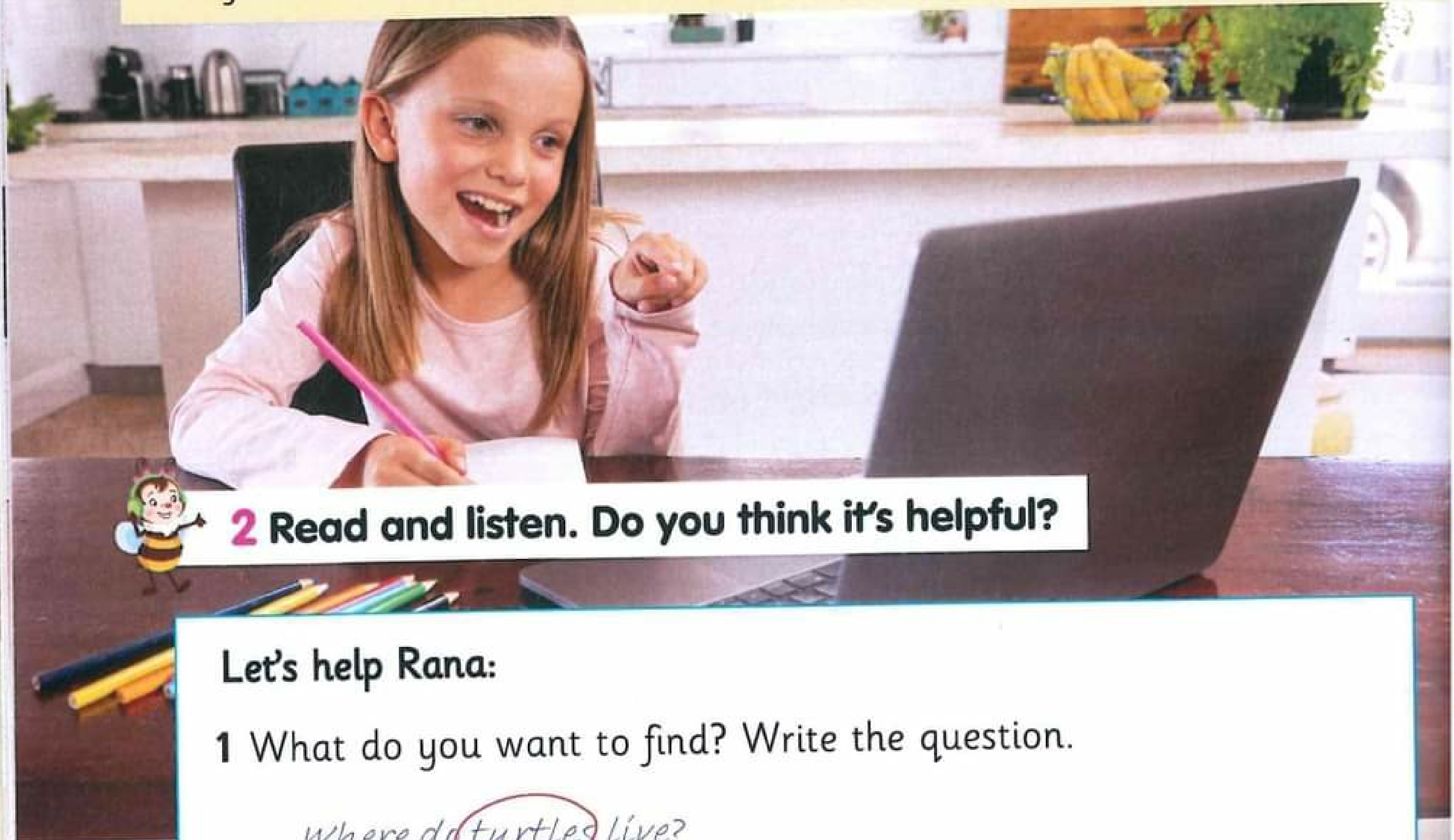
6 Write three things the boys did right

1 ....
2 ....
3 ....

Digital citizenship: Online research

1 Look and read. How can you help Rana? Talk to your partner

Rana has homework. She wants to do research. She wants to find information online. How can we help her?



2 Read and listen. Do you think it's helpful?

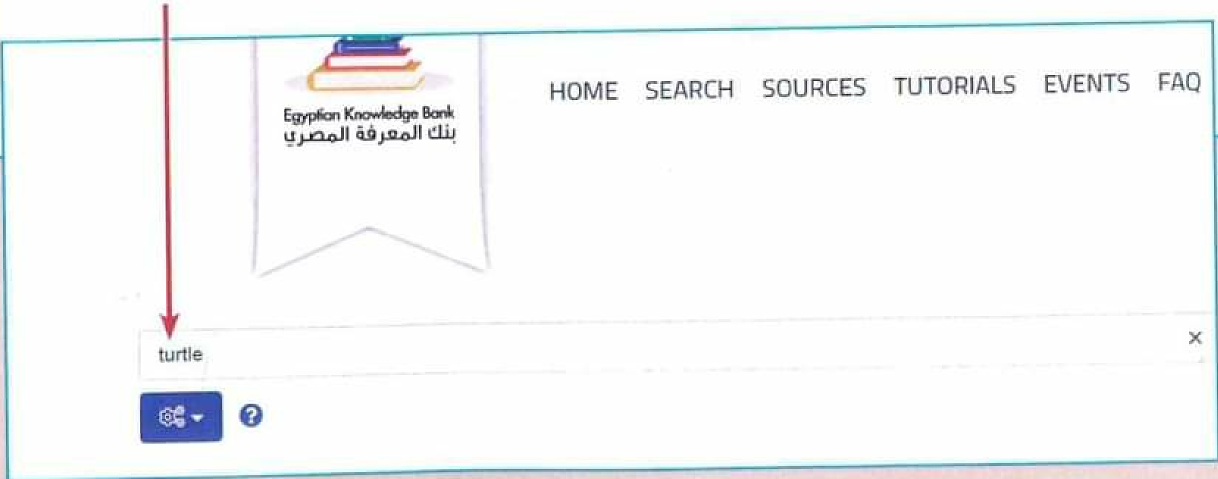
Let's help Rana:

1 What do you want to find? Write the question.

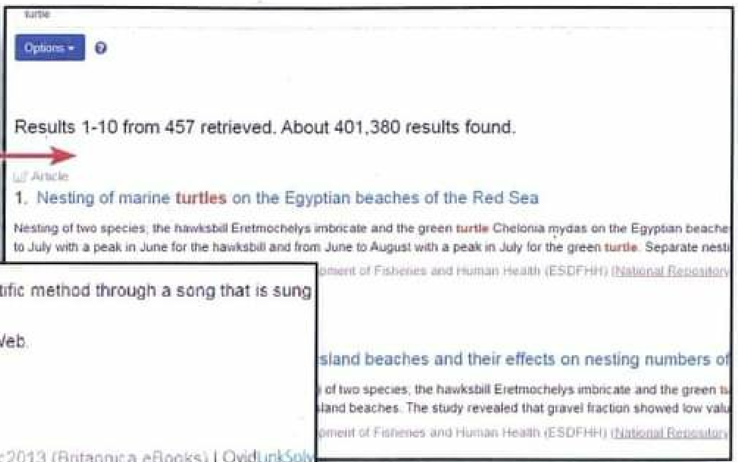
Where do turtles live?

2 Find the important words in your question. These are '**keywords**'.

3 Use a **search engine**. Search for the keywords.



4 Use 2 or 3 different websites. Find a lot of information.

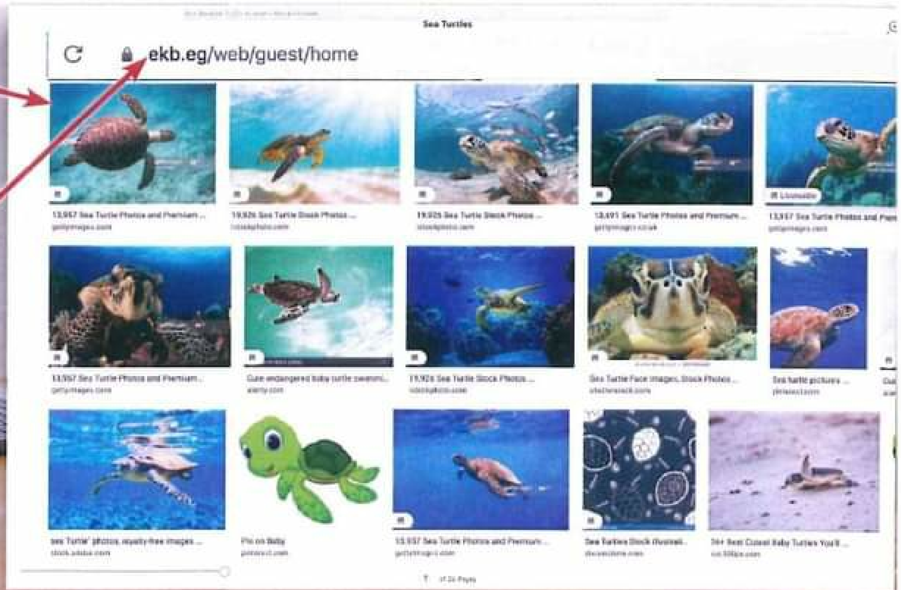




5 Read information and write your ideas.

6 Find photos too.





7 Write the names of the websites you used.

Vocabulary : *keyword, search, search engine, website, information*

Life skills: Collaboration



1 Read and answer

Why work with others

When you work in groups to do a project, you learn a lot from each other. You ask and answer questions. You solve problems easily, and you talk with others more.

Do you like to work in groups? Why?





2 Work with your group to do a research on the lotus flower or lily of the Sun. Complete the following data:

- the research question ....
- the keywords ....
- the search engine......................
- the websites ....
- the information ....

Tip!

To work in group projects

- Start your work quickly.
- Listen to each other's ideas.
- Decide what everyone in the group does.
- Find information on the internet.
- Find photos online.
- Help each other in your group.
- Show your teacher your work.
- Ask for help if you have a problem.
- Ask your family to read your work.



3 Read and complete the chart with the tips from Exercise 2

Things to do to work with others successfully	Things to do to complete a project
1 Listen to each other's ideas.	1 Start your work quickly.
2	2
3	3
4	4
	5

Learn sounds with Busy Bee!



counting syllables



1 Listen, say and write

phone	~~computer~~	research
internet	keyboard	~~mouse~~
~~tablet~~	website	video
recycle	screen	search

Tip!

A **syllable** is part of a word that has one vowel and consonants before and after the vowel.
Cat has one syllable, *tablet* has two syllables (tab – let).

1 syllable	2 syllables	3 syllables
mouse	tablet	computer
....		....
....		....
....		....



2 Listen and circle the stressed syllable

1



in – ter - net

2



web - site

3



cell - phone

4



key - board

5



com – pu - ter

6



e - mail

Phonics: *counting syllables and word stress*

Learn to write with Busy Bee!

Tip!



He's hungry **so** he gets some food.



She was tired **so** she went to bed.

3 Complete the sentences with *and, so* or *but*

1



She needed some information, ... she used her computer.

2



They wanted to go to the park, ... it was raining.

3



They had falafel .... bread for breakfast.

4



Amal didn't know how to use her tablet, ... she asked for help.

Project:
A tablet template

You will need:



pictures of tablet applications



scissors



markers



black and white cardboard



glue

1 Read and make your tablet template





How to make your tablet template:

1 Cut out your pictures of tablet applications.

2 Write and color in information about your favorite apps, games and videos.



3 Cut out black cardboard in the same shape as the tablet.

4 Stick the tablet on the white cardboard.

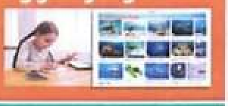
2 Show and tell



Language: *This is my tablet template. My favorite app is ...*

Self Assessment

Read and color the stars that describe your effort

Speaking and reading 	I can read about digital technology, steps to do online research and to stay safe online. ☆	I can talk about digital technology, steps to do online research and to stay safe online. ☆☆	I can talk about how to use digital technology, how to do my online research, and what I do to stay safe online. ☆☆☆
Writing 	I can complete sentences on digital technology, and on steps to do online research and to stay safe online. ☆	I can write on digital technology, on how I do online research, and about how to stay safe online. ☆☆	I can write sentences on digital technology, on steps to do online research, and about how to stay safe online. ☆☆☆
Phonics : Counting syllables counting syllables	I can count the syllables and identify the stressed syllables of words I listen to. ☆	I can count the syllables and identify the stressed syllables of the lesson's words with my teacher's help. ☆☆	I can count the syllables and identify the stressed syllables of the lesson's words. ☆☆☆
Issues and life skills: being a good digital citizen 	I understand that we need technology to do research and find information ☆	I can use technology to do research and find information. ☆☆	I can use technology safely to do research and find information. ☆☆☆
ICT: Use digital technology safely 	I can identify the steps of doing online research. ☆	I can follow the steps of doing online research. ☆☆	I can work in groups to do online research on a topic we choose. ☆☆☆
Project 	I work with my group to make a tablet template. ☆	I help others in my group to make a tablet template. ☆☆	I help others in my group to make a tablet template and provide ideas to make it better. ☆☆☆

1 Find the technology words



i	n	t	e	r	n	e	t	c
l	k	y	p	t	b	m	a	o
o	p	e	u	r	t	a	b	m
e	r	r	y	g	u	i	l	p
c	o	o	w	b	w	l	e	u
v	w	m	s	b	o	i	t	t
p	h	o	n	e	e	a	o	e
q	g	u	x	o	w	m	r	r
p	n	s	z	a	q	b	l	d
l	w	e	b	s	i	t	e	m

2 What can / can't you do on your computer? Write sentences using these words

read information | use the internet | download photos | download apps | watch videos



1 ....
....

2 ....
....

3 ....
....

4 ....
....

5 ....
....



1 Color the pictures with one syllable red, the pictures with two syllables yellow and the pictures with three syllables green

1

sad

2

hungry

3

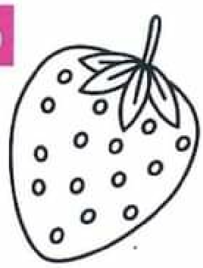
internet

4

computer

5

angry

6

strawberry

7

sick

8

thirsty

9

well

Teacher assessment ☐ ☐ ☐ ☐

Unit 11 How tall is it?

1 Look, listen and read. Hany and Hana are in the:

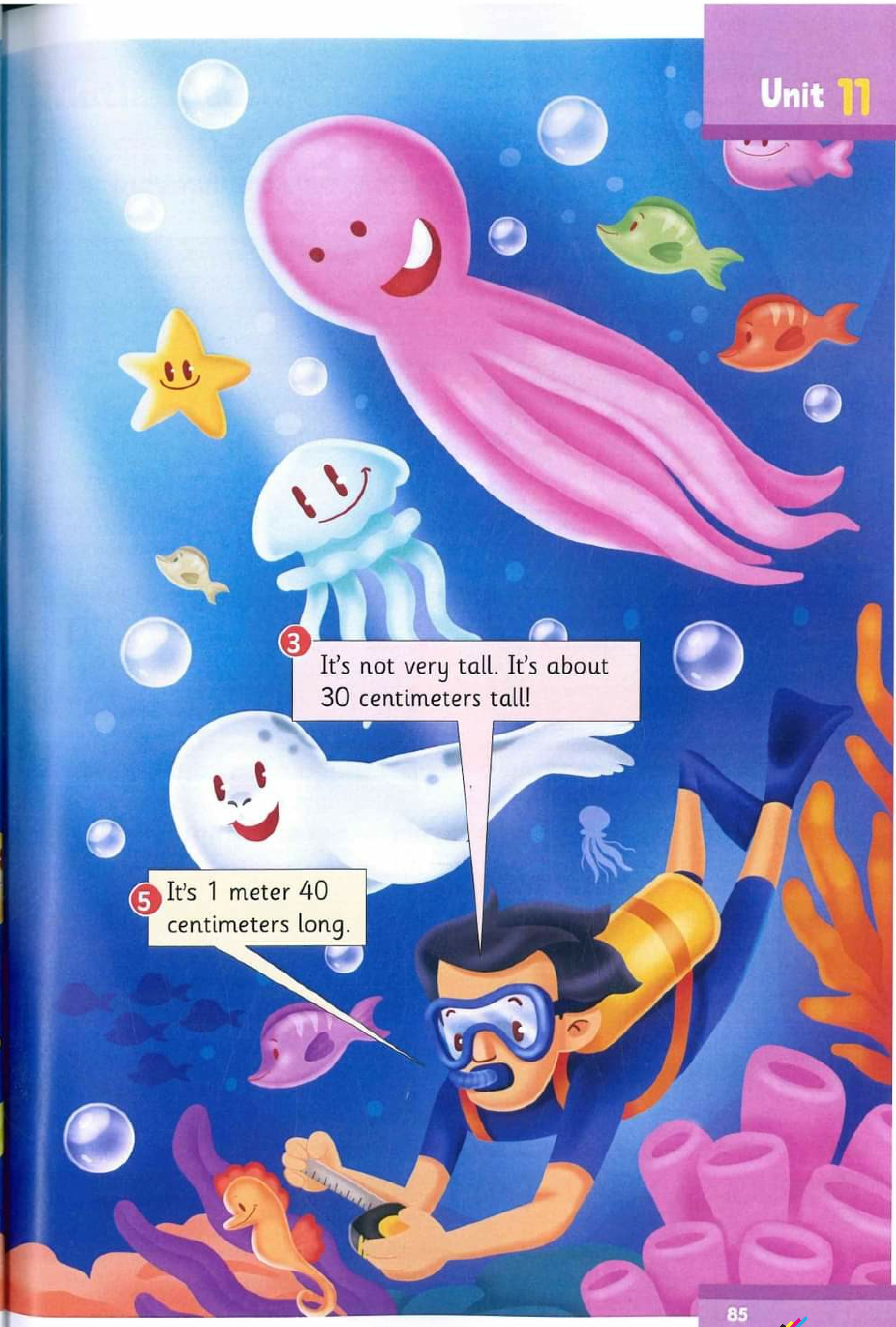
a forest **b** sea **c** desert



2 Tick what you can see under the water

driver ☐ octopus ☐ fish ☐ jellyfish ☐ stars ☐

seahorse ☐ boat ☐ sea snake ☐ starfish ☐ diver ☐


3 It's not very tall. It's about 30 centimeters tall!
5 It's 1 meter 40 centimeters long.

Math
Measuring sea creatures



1 Listen and write how *long* or *tall* these sea creatures are

1



The seahorse is 25 centimeters tall.

2



The diver is .... meter .... centimeters tall.

3



The sea snake is .... meter .... centimeters long.

4



The tilapia is .... centimeters long.

5



The jellyfish is .... centimeters long and .... centimeters tall.

6



The shark is .... centimeters long.

Vocabulary: seahorse, diver, sea snake, shark, jellyfish, tilapia



Math: Measurements: How long is it?

Tip!



*How **long** is it?*
It's 23 centimeters long.



*How **tall** is it?*
It's 1 meter 90 centimeters tall.



2 Put the words in the correct order

1 How long is your pencil ?
/ long. / 23 centimeters / It's ....

2 How tall is the window?
It's / tall. / 1 meter 10 centimeters ....

3 long? / How / is / that street
It's 670 meters long. ....

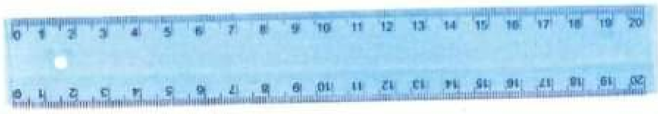
4 tall / Cairo Tower? /is / How
It's 187 meters tall. ....

Language: *How long/tall is it?*

How long is it?



1 Look and circle the correct question

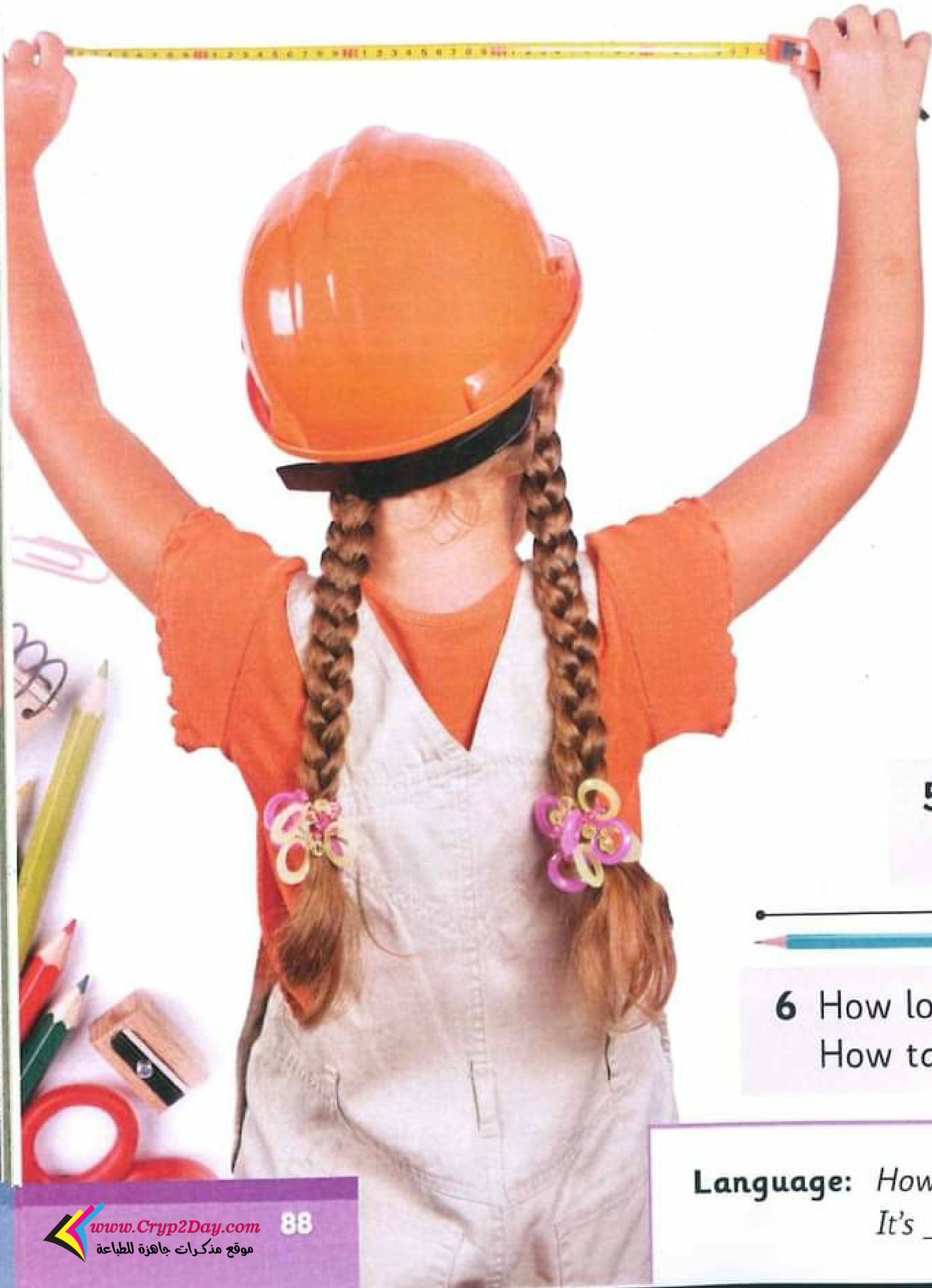


1 How long is it? / How tall is it?

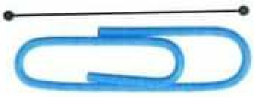




2 How long is it? / How tall is it?



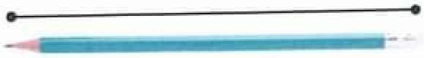
3 How long is it? / How tall is it?



4 How long is it? / How tall is it?



5 How long is it? / How tall is it?



6 How long is it? / How tall is it?

Language: *How long/tall is it?*
It's ___ meters tall/long.

2 Find the objects in your classroom. Measure and write

1. ruler ....It's 20 centimeters long.........
2. desk ....
3. pencil ....
4. bag ....
5. paper clip ....
6. board ....

3 Add two more things to your list. Measure and tell your friends

1 .... It's .... long.
2 .... It's .... tall.



Language: *How long is it?*
How tall is it?

Listening and reading
Numbers 100-1,000



1 Listen, point and say

100 one hundred	200 two hundred	300 three hundred
400 four hundred	500 five hundred	600 six hundred
700 seven hundred	800 eight hundred	
900 nine hundred	1000 one thousand	

2 Write the digits

(a) three hundred ……………………
(b) four hundred ……………………
(c) nine hundred ……………………

Vocabulary: *Numbers 100-1000*

Listening and writing: Numbers 200-300



3 Listen and color the numbers you hear



211

b two hundred eleven

210

a two hundred ten

212

c two hundred twelve

220

d two hundred twenty

221

e two hundred twenty-one

222

f two hundred twenty-two



4 Write the digits

a two hundred fifty-five

.........255.........

b seven hundred ninety-six

....

c eight hundred sixty-two

....

d nine hundred ninety-nine

....

Equations

Tip!

We say large numbers like this: *238 (two hundred thirty-eight)*
519 (five hundred nineteen)



1 Read and match the large numbers

1	2	3	4
965	513	347	278

a	b	c	d
five hundred thirteen	nine hundred sixty-five	two hundred seventy-eight	three hundred forty-seven



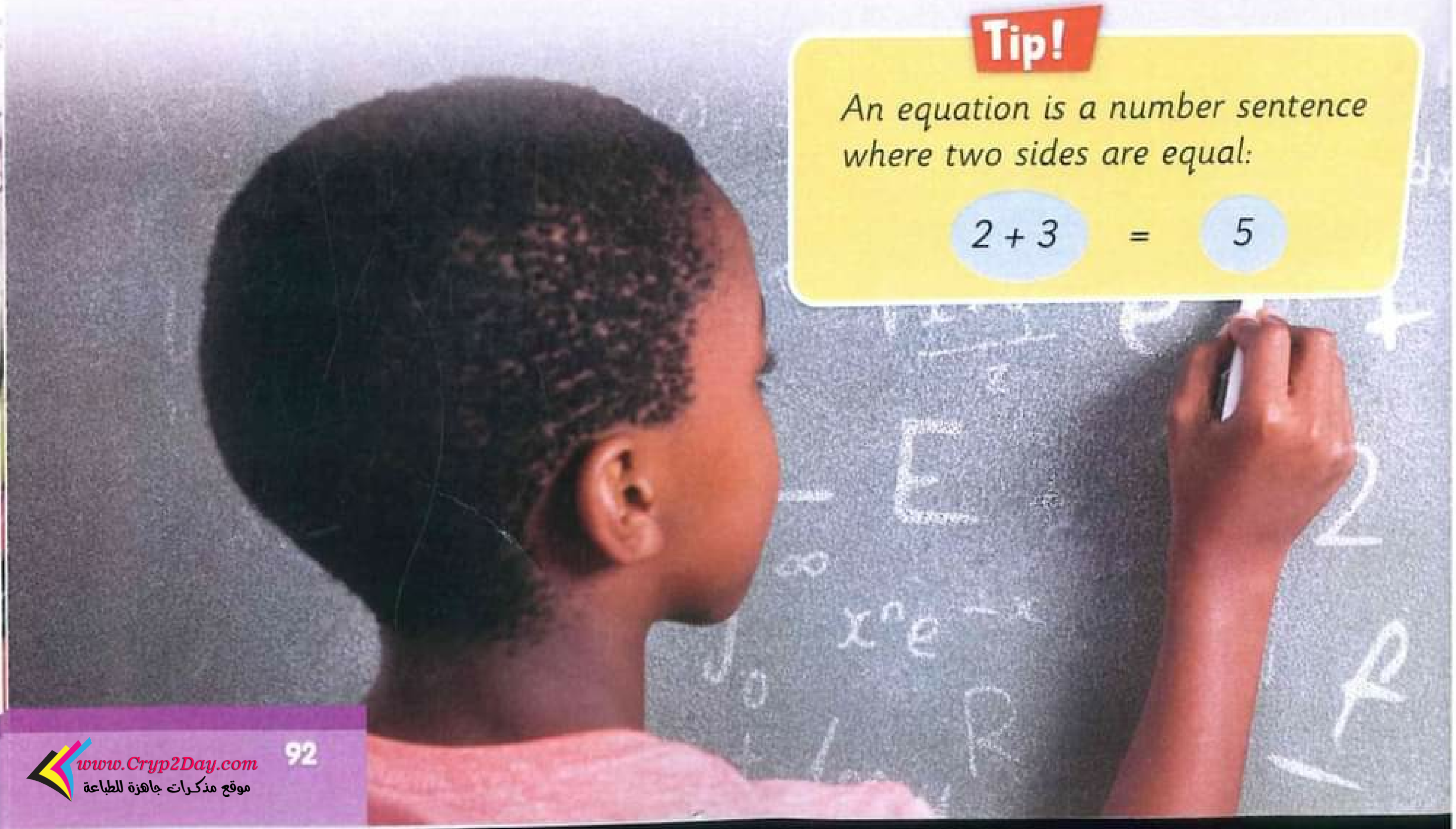
2 Listen, circle and write the large number you hear

1. 238   239
   ....
   ....
2. 167   168
   ....
   ....
3. 345   445
   ....
   ....
4. 546   556
   ....
   ....

Tip!

An equation is a number sentence where two sides are equal:

2 + 3 = 5



Math: Equations

3 Add the numbers in the equations. Decide if they are true or false and write them in the correct column

1	234	+	80	=	300	+	14
2	587	+	14	=	580	+	40
3	345	+	13	=	267	+	50
4	678	+	10	=	634	+	54
5	859	+	13	=	872	+	0
6	913	+	42	=	900	+	55

True	False
234 + 80 = 300 + 14	....
....	....
....	....
....	....

4 Add and complete with your partner. Then say

1 435 + 222 = 657

four hundred thirty-five plus two hundred twenty-two is six hundred fifty-seven

2 432 + 368 = ...

....

....

3 116 + 833 = ...

....

....

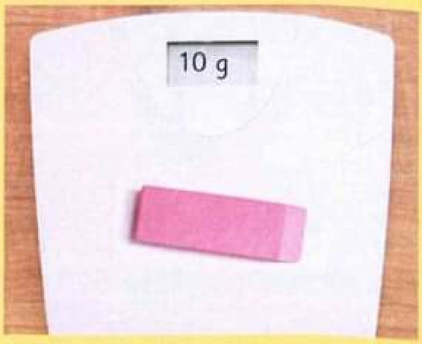
Estimation and measurement of weights



1 Look, guess and circle the correct weight

Tip!

*A **gram** is used to measure **light** objects like an eraser.*



*A small eraser **weighs** about 10 grams.*

*A **kilogram** is used to measure large objects, like animals.*



*A cat **weighs** about 3 kilograms.*

There are 1,000 grams in a kilogram.



100 kilograms | 10 kilograms | 1,000 kilograms



1000 kilograms | 6 grams | 60 kilograms



2 grams | 200 grams | 3 kilograms



50 grams | 5 kilograms | 50 kilograms



2 Listen and check your answers

Tip!

kilograms = kg	*I weigh 70 kg.*
grams = g	*The starfish weighs 50 g.*

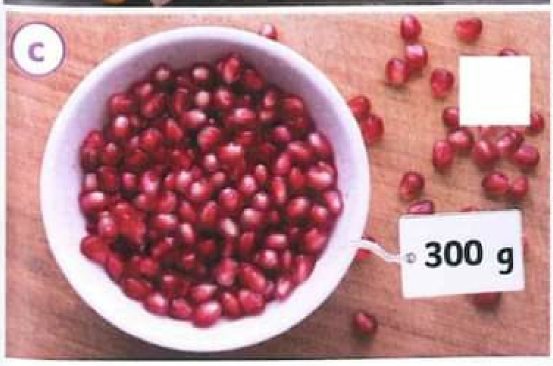


3 Match the scales to the correct items













Science
estimation and measurement of weights



1 Look at the scales and write the weight

1


.... g

2


.... g

3


.... g

4

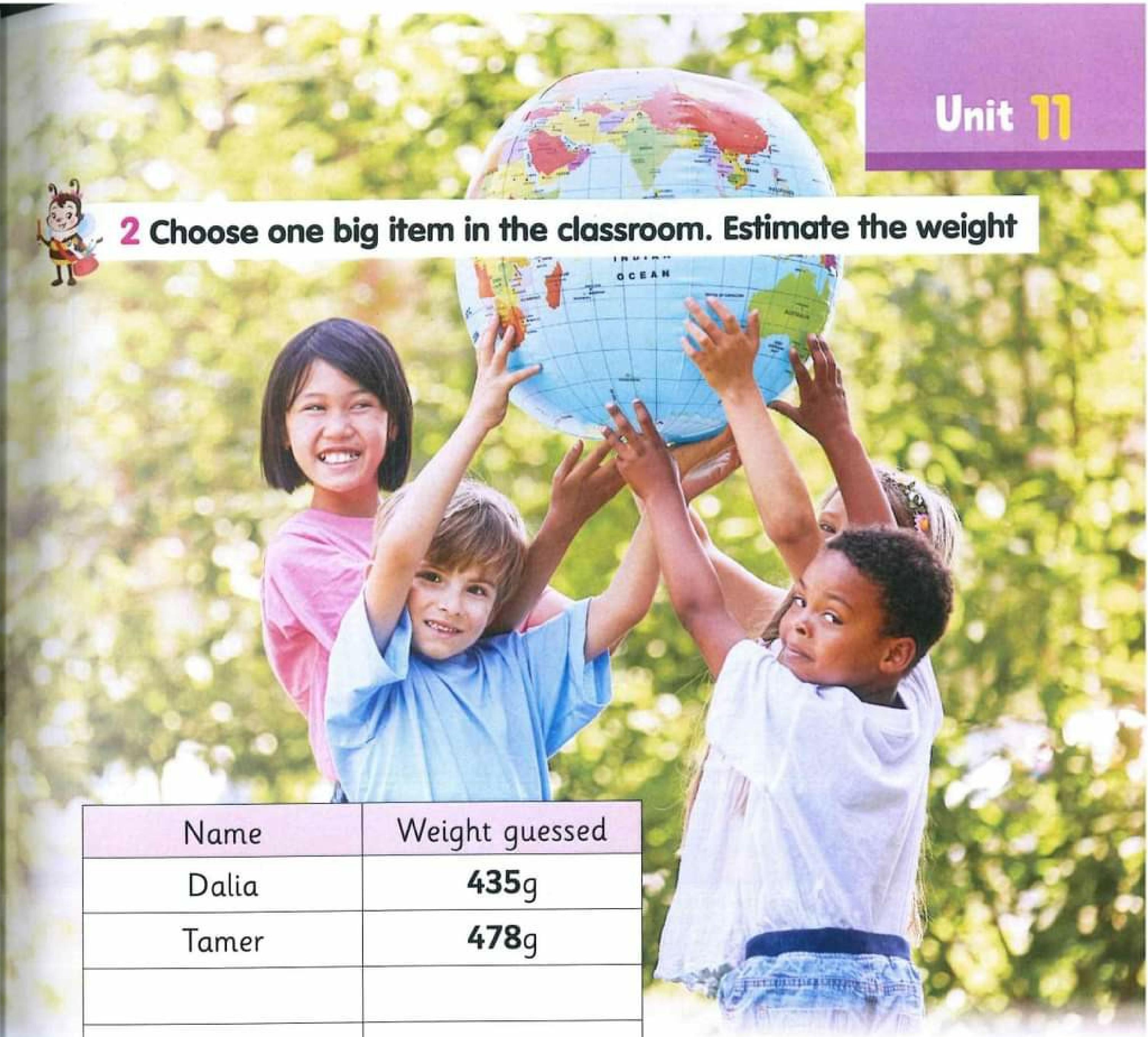

.... g

5


.... g

6


.... g



2 Choose one big item in the classroom. Estimate the weight

Name	Weight guessed
Dalia	**435g**
Tamer	**478g**

3 Now weigh the item and write the answer. Whose guess is the closest? Declare the winner!

It weighs ....

....

The winner is ....

....

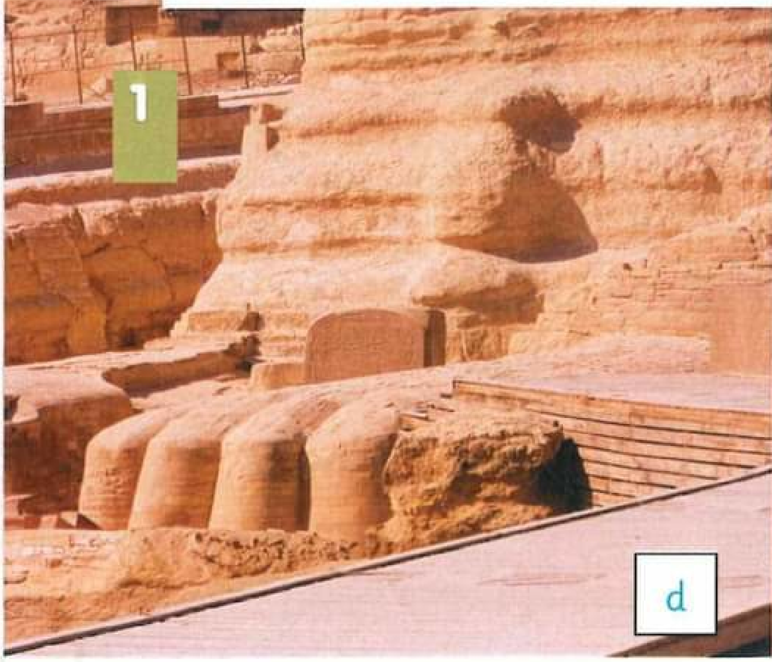
4 Work with your partner. Choose 4 things to weigh. Estimate, then check

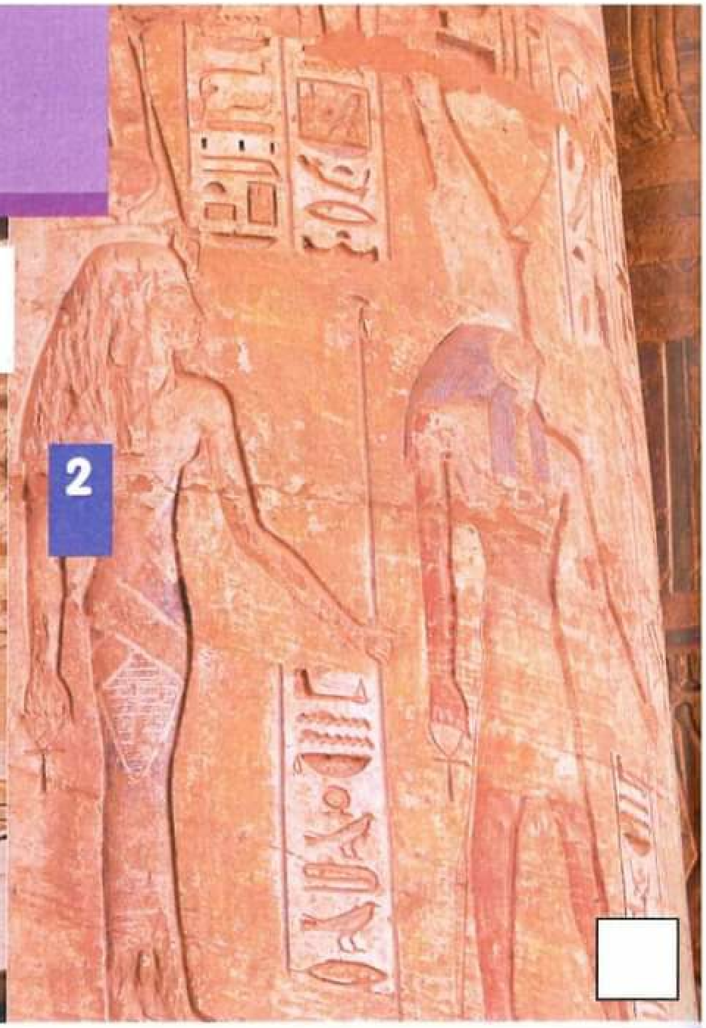
Things I want to weigh	Estimated weight	Correct weight
1		....
2		....
3		....
4		....

Vocabulary: *kilogram, gram, weighs*

Social Studies
Famous monuments in Egypt

1 Match the monument detail to the monument





a

Abu Simbel Temples

b

Karnak Temple

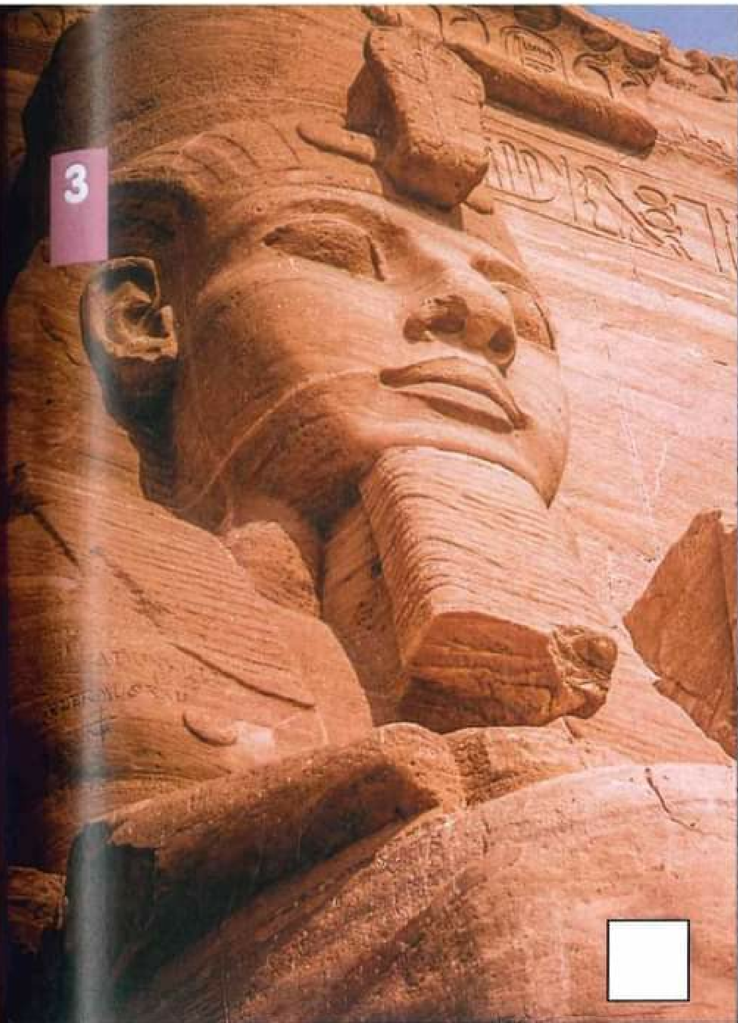
2 Complete the paragraphs with the names from Exercise 1

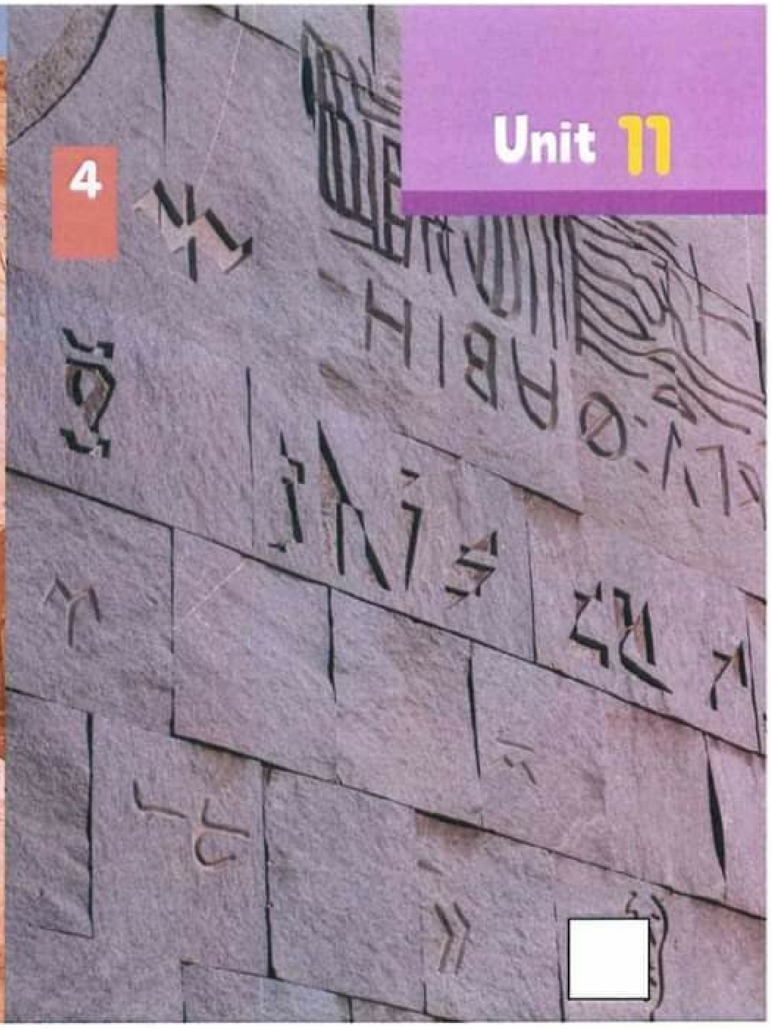
1 I'm at Giza. I have a lion's body and a **human head**. I'm 4,500 years old. I am 73 meters long.

I am the Sphinx.

2 I'm in the south of Egypt. There are four **statues** sitting at my door. They are 20 meters tall. People built me for Ramses the Great and Queen Nefertari.

....







the Library of Alexandria



the Sphinx

3 I'm in the north of Egypt. I have lots of books. I was the first library in the **world**. The new building opened in 2002.

....

4 I'm in Luxor. People built me for Amun and his family. The most famous part of me is the **Hypostyle Hall**. People drew beautiful pictures on the **pillars** in the hall.

....

Vocabulary: *monument, the Sphinx, Karnak Temple, Abu Simbel Temples, the Library of Alexandria*



1 Work in pairs. How much can you remember? Do the quiz

Monument quiz

1 How long is the Sphinx?
1 sixty-three meters
2 seventy-three meters
3 fifty-three meters

2 How tall are the Abu Simbel statues?
1 twenty meters
2 two hundred meters
3 two hundred fifty meters

3 Which monument did people build for Amun?
1 the Sphinx
2 Abu Simbel Temples
3 Karnak Temple

4 Which monument has an animal body?
1 Abu Simbel Temples
2 the Sphinx
3 Karnak Temple

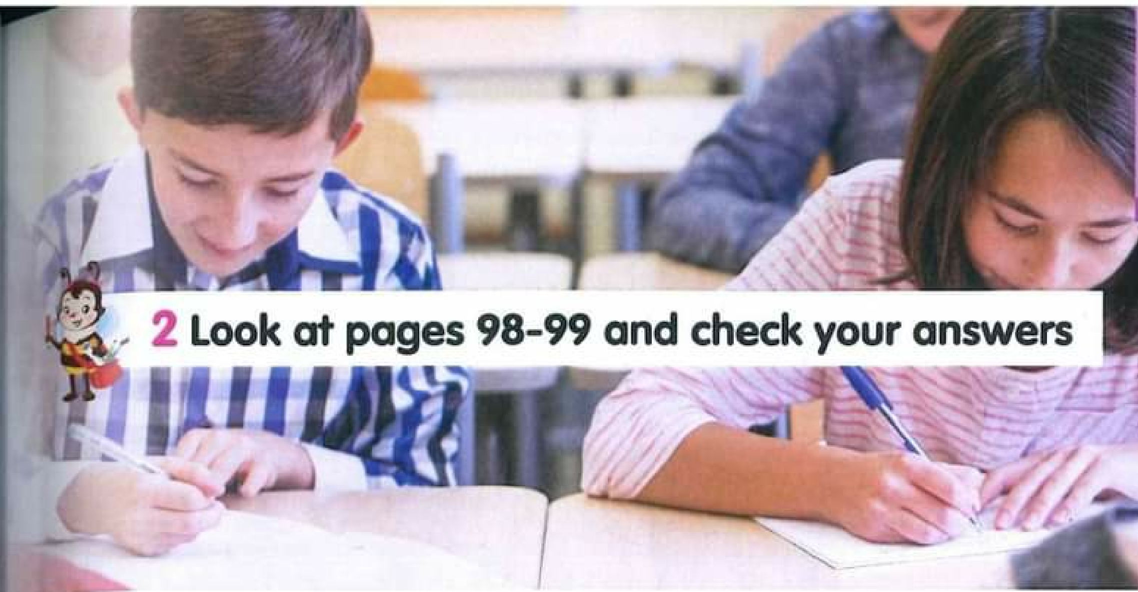
5 Which monument opened again in 2002?
1 the Sphinx
2 the Library of Alexandria
3 Abu Simbel Temples

6 Who was Ramses the Great's wife?
1 Queen Hatshepsut
2 Queen Nefertiti
3 Queen Nefertari

7 How old is the Sphinx weigh?
1 50,000 years old
2 2,000 years old
3 4,500 years old

8 What are on the pillars at the Karnak Temple?
1 statues
2 beautiful pictures
3 books





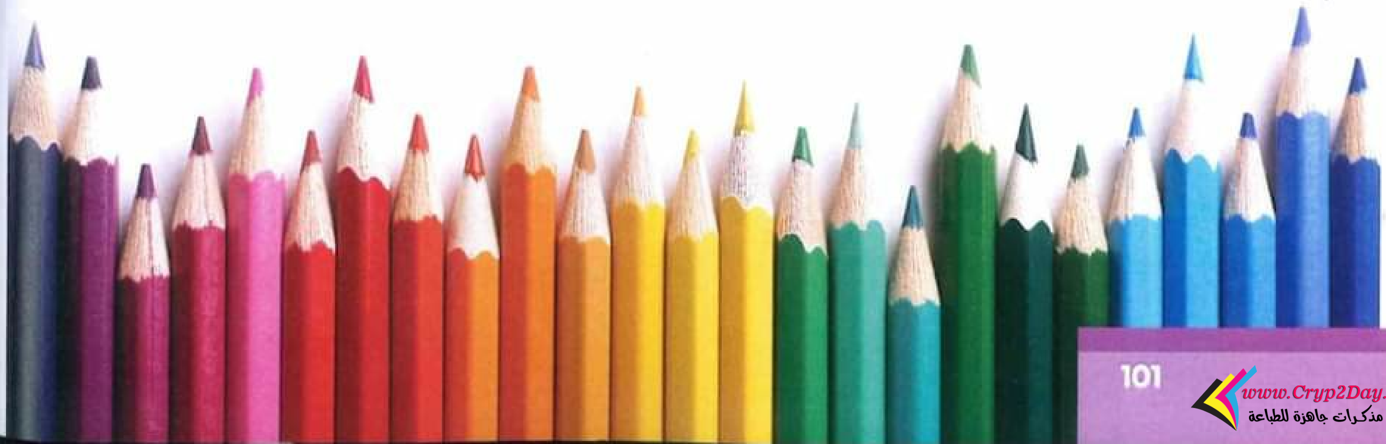
2 Look at pages 98-99 and check your answers

3 Draw and color your favorite Egyptian monument. Write about it and tell your classmates

Name:

Place:

How tall/long it is:



Learn sounds with Busy Bee!



er



1 Listen, point and say. Mark the *er* sound

er



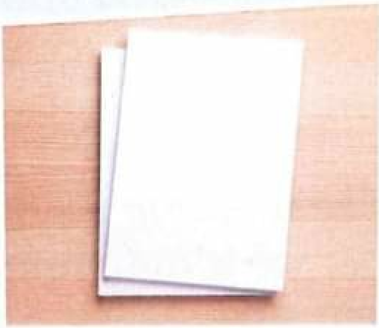
meter



water



teacher



paper



computer



flower



2 Complete the table with the correct words

Noun	Verb
teacher	1 teach
2	bake
singer	3 ....
4	clean
painter	5 ....

Tip!

Remember, when we change a verb to a person we often add -er: teach → teacher





3 Listen and check. Say the words

4 Read and trace

1 The teacher is writing on the paper.

2 My mother is watering the flowers.

3 The cleaner is cleaning with water.

5 Read the fact file and paragraph about an Egyptian monument

fact file

Name: The Red Pyramid

Where is it? Dahshur, Giza

How old is it? 4,500 years old

Who built it? Workers for King Senefru

How tall is it? 104 meters

Why do you like it? It is made of red stones and it looks so beautiful.

The Red Pyramid

The Red Pyramid is the oldest pyramid at Dahshur, Giza. It is about 4,500 years old. It is 104 meters tall.
Workers built the Red Pyramid for the pharaoh Senefru. It was the first successful pyramid in the world. I love it because it's made of red stones and it looks so beautiful.

6 Complete the following fact file about the Eiffel Tower. Use page 159 to search for information

Name: .... Who built it? ....

Where is it? .... How tall is it? ....

How old is it? .... Why do you like it? ....

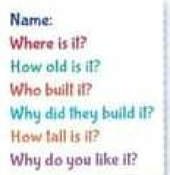
Go to page 159

Project
A fact file



1 Write a fact file about an Egyptian monument:

You will need:



a copy of the template



coloring pens and pencils



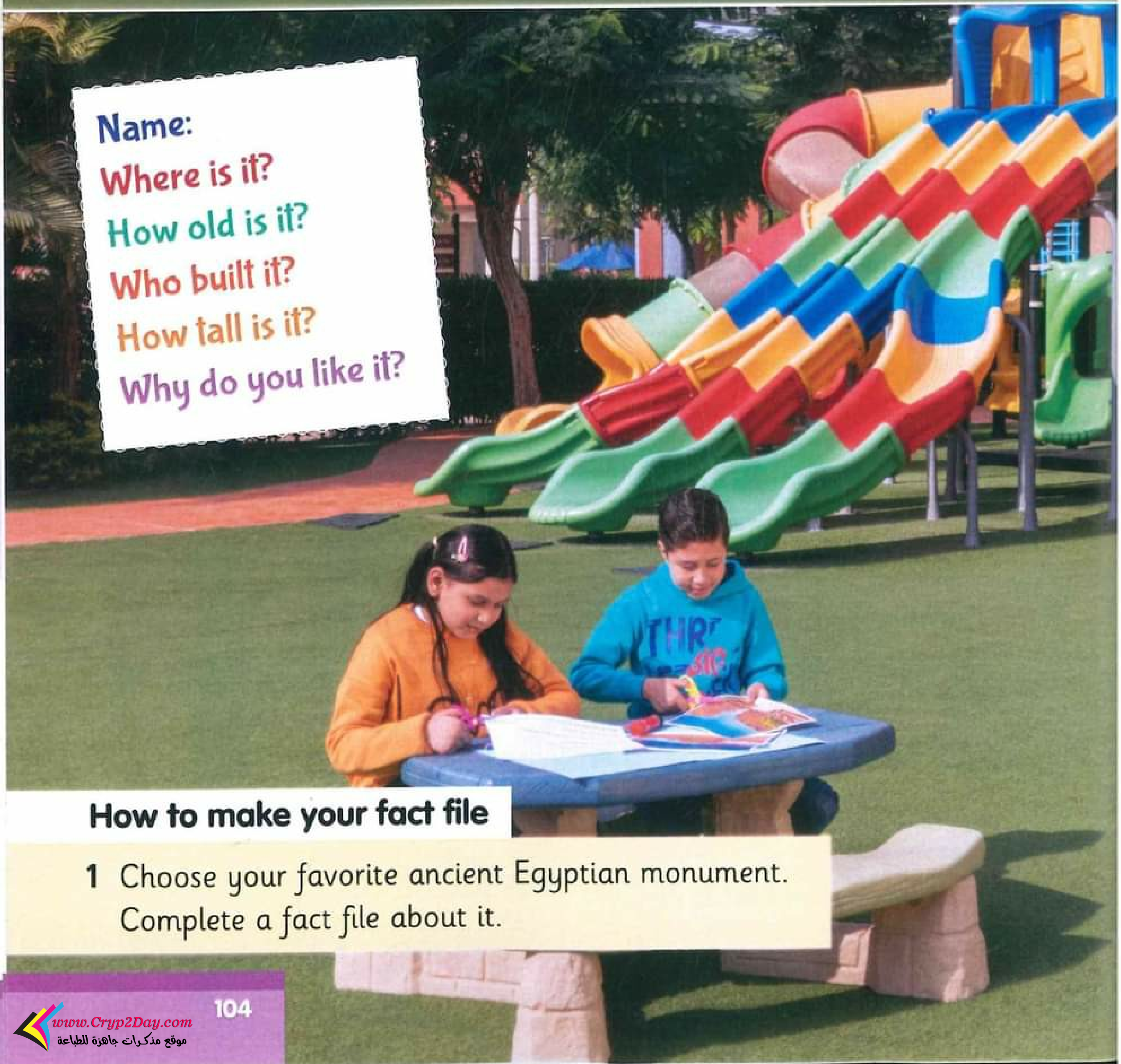
photos of the monument



scissors



glue



How to make your fact file

1 Choose your favorite ancient Egyptian monument. Complete a fact file about it.

2 Cut out and complete the template.
3 Check with your teacher.



4 Decorate and color your fact file.
5 Glue photos of your famous monument.



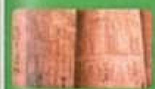
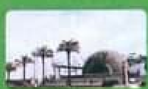
2 Show and tell



Self Assessment

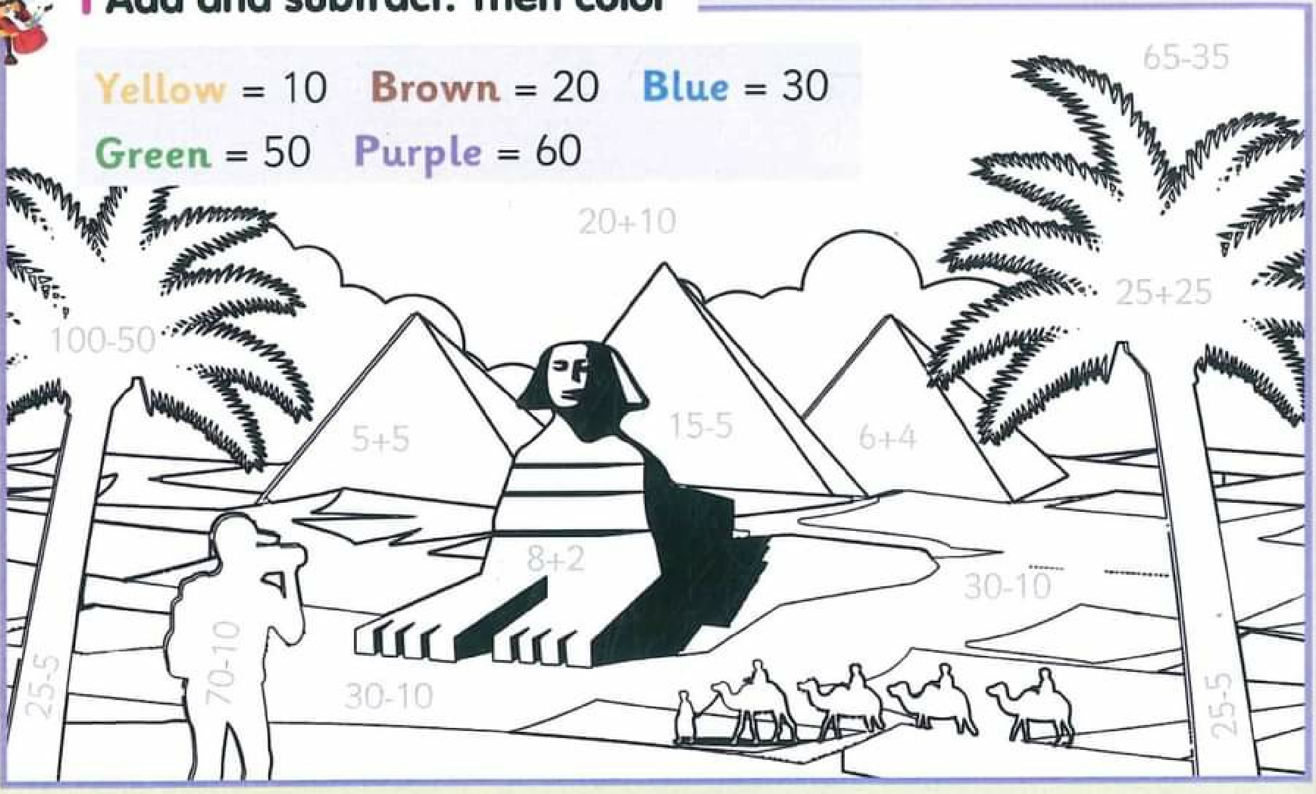


Read and color the stars that describe your effort

Speaking and reading  	I can read about how tall, long or heavy the objects are. ☆	I can say how tall, long or heavy the objects in the unit are. ☆☆	I can say how tall, long or heavy the objects around me are. ☆☆☆
Writing  	I can complete sentences with how tall, long or heavy an object is. ☆	I can complete a fact file about an Egyptian monument. ☆☆	I can complete a fact file about an Egyptian monument and write why I like it. ☆☆☆
Phonics 	I can read words with the *er* sound. ☆	I can read, say and write words with the *er* sound. ☆☆	I can read, say and write words with the *er* sound. ☆☆☆
CLIL: Science; Estimation and measurement 10 ten 1000 one thousand	I can read and write numbers from 1-1000 in digits and in words. ☆	I can add using the numbers from 1-1000 in digits and in words. ☆☆	I can use the numbers 1-1000 to say how tall, long or heavy an object is. ☆☆☆
Values: Loyalty  	I'm proud of ancient and modern Egyptian monuments. ☆	I can name some ancient and modern Egyptian monuments which I like. ☆☆	I can name some ancient and modern Egyptian monuments and say why I like them. ☆☆☆
Project 	I work with my group to plan and make a fact file of my Egyptian monument. ☆	I work with my group to search for information, plan and make a fact file of my Egyptian monument. ☆☆	I work with my group to search for information, plan, and make a fact file of my Egyptian monument, and say ideas to make it better. ☆☆☆

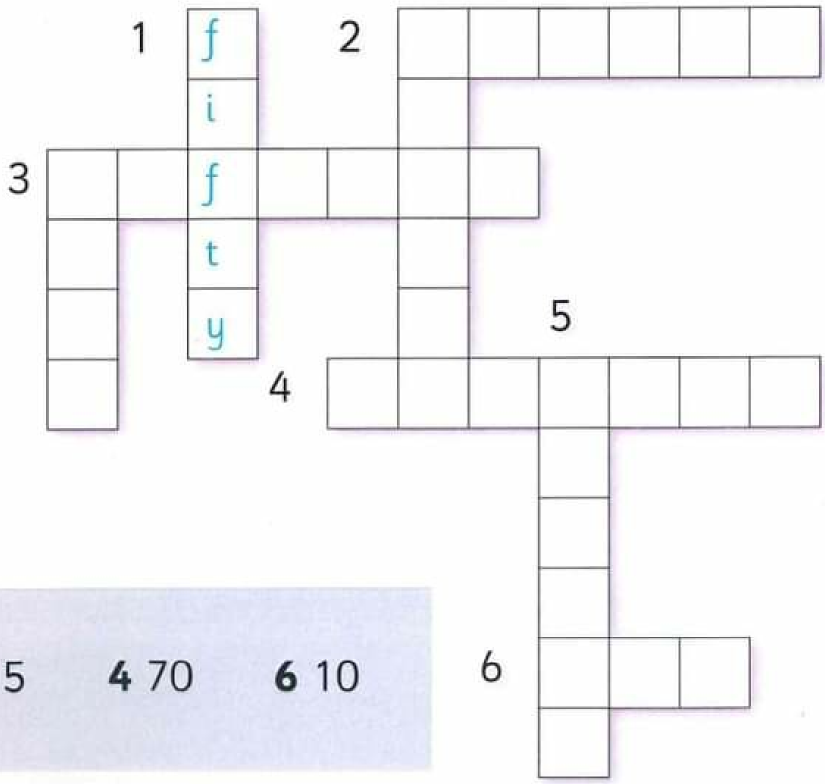
1 Add and subtract. Then color

Yellow = 10 Brown = 20 Blue = 30
Green = 50 Purple = 60



2 Complete the crossword with the numbers as words

Down:
1 50
2 12
3 5
5 80



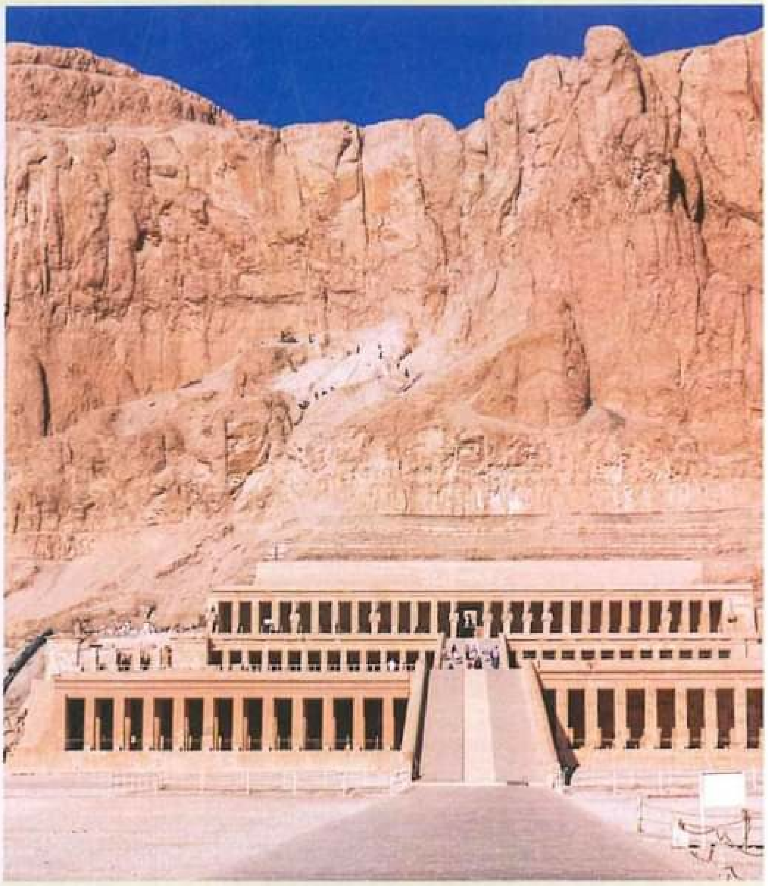
Across: 2 20 **3** 15 **4** 70 **6** 10

1 Complete the paragraph with the words in the box

temple because is interesting old the ~~favorite~~

The Temple of Hatshepsut

My ....favorite.......... Egyptian monument is .... Temple of Hatshepsut. It .... near Thebes, and it is about 3,500 years .... The paintings in the .... are very .... and beautiful. They show important things from Hatshepsut's time.
I love the monument .... the paintings are awesome.



2 Write the person who does the jobs, then say the words

Verb	Person
1 teach	a ....teacher..........
2 bake	b ....
3 sing	c ....
4 clean	d ....
5 paint	e ....

Teacher assessment ☐ ☐ ☐ ☐

Unit 12 I'd like chicken, please

1 Look, listen and read. Where is the family?





2 Read and write *True* or *False*

1 Hana would like some soup. ....
2 Hana would like chicken. ....
3 Hany prefers rice. ....

Vocabulary:
Meals and food

1 Listen, point and say

1 chicken



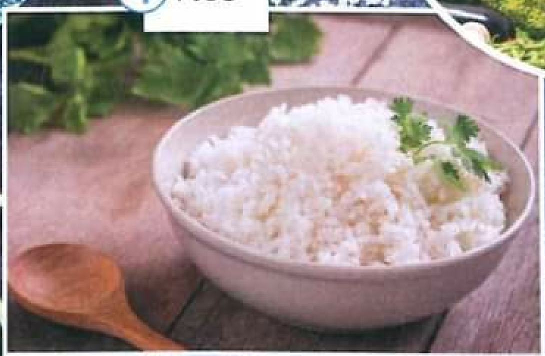
2 potatoes



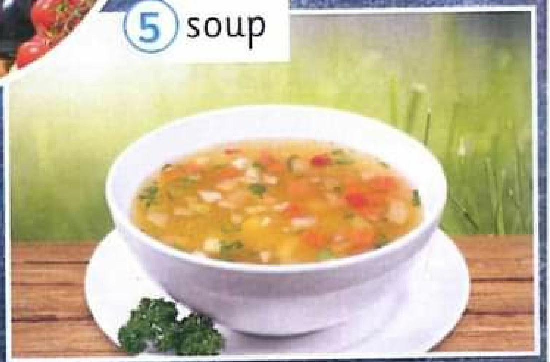
3 vegetables



4 rice



5 soup



3 Match the meals in Exercise 2 to their times below

1. You have this in the morning: ....
2. You have this in the afternoon: ....
3. You have this in the evening: ....
4. You have this between meals when you are hungry: ....

2 Listen, read and say

We usually eat three meals a day. When we are hungry between meals, we have a **snack**.



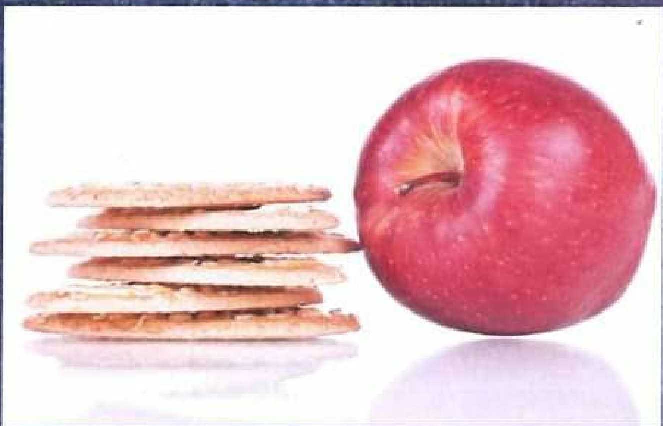
1 breakfast



2 lunch



3 dinner



4 snack

4 Say these words with ASL

1 

breakfast

2 

lunch

3 

dinner

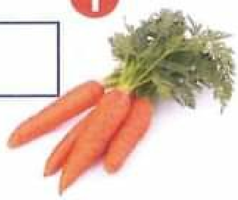
4 

snack



1 What is healthy food? Look and tick

1 ☐



2 ☐



3 ☐



4 ☐



5 ☐



6 ☐



7 ☐



8 ☐





2 Read and listen. Complete the diagram with the food labels

A **balanced diet** is important. It helps us to have a healthy body.

We need to eat a lot of fruit and vegetables. This is the biggest part of a healthy diet. Fruit and vegetables give our bodies **vitamins**.

The next biggest part of our diet should be bread, **cereals**, and potatoes. They give us **fiber** and **carbohydrates**.

Milk and **dairy** products give us **calcium**. This makes our bones strong. Meat and fish give us **protein**.

We need a little fat and very little sugar. We also need to drink a lot of water. Water helps our bodies to take the **nutrients** from the food we eat.

Meat and fish

Fruit and vegetables

Bread, ~~cereals, and~~ potatoes

Food with sugar and fat

Milk and dairy products

2 ....

1 Bread, cereals and potatoes



3 ....

4 ....

5 ....

3 Work with your partner to plan a healthy meal in your notebook

Listening and speaking

1 Put the lines in the correct order

2 Listen and check

[ ]	And to drink?
[ ]	I'd like some chicken and soup, please.
[ ]	And for **dessert**?
1	Welcome to the restaurant. What would you like to eat for the **main course**? Here's the **menu**.
[ ]	Some **rice pudding**, please.
[ ]	Some orange juice, please. Thank you.



3 Read and complete. Use the words in the box

~~Main course~~	Dessert	Drinks
Ice-cream	Potatoes and fish	Tea

Menu

	Price
1 Main course............	
Burgers and fries	LE 55
2	LE 70
Chicken and pasta	LE 68
3	
Rice pudding	LE 10
4	LE 15
Chocolate cake	LE 22
5	
Cola	LE 4
Coffee	LE 10
6	LE 3



Tip!

The **main course** is the big part of a meal. It usually has chicken, meat, fish or any other protein. It also has carbohydrates, like bread, rice, pasta or potatoes.

Life skills:
Accounting and provision of resources



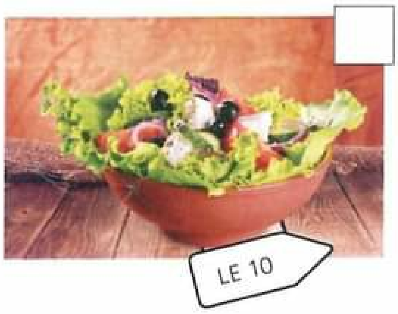
1 Work in groups of 3 and do the exercise below

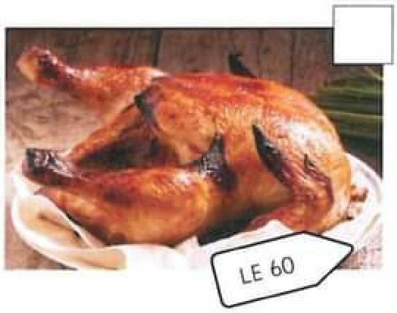
You are going to help your mom make lunch for your friends. You have 120 pounds. Decide what you will make and choose your food. Remember to make healthy choices.

























a Tick what you bought.

b How much did you spend? ....

2 What are you cooking? Discuss. Then write your menu

My menu

Main Course	Price
....	....
....	....
....	....
....	....

Dessert	
....	....
....	....
....	....

Drinks	
....	....

3 Tell the class about how much you spent and your menu. Vote for the best menu!

Vocabulary: *menu, main course, dessert, drinks, price*

Science:
A healthy heart

1 Look and read. What does this photo show?

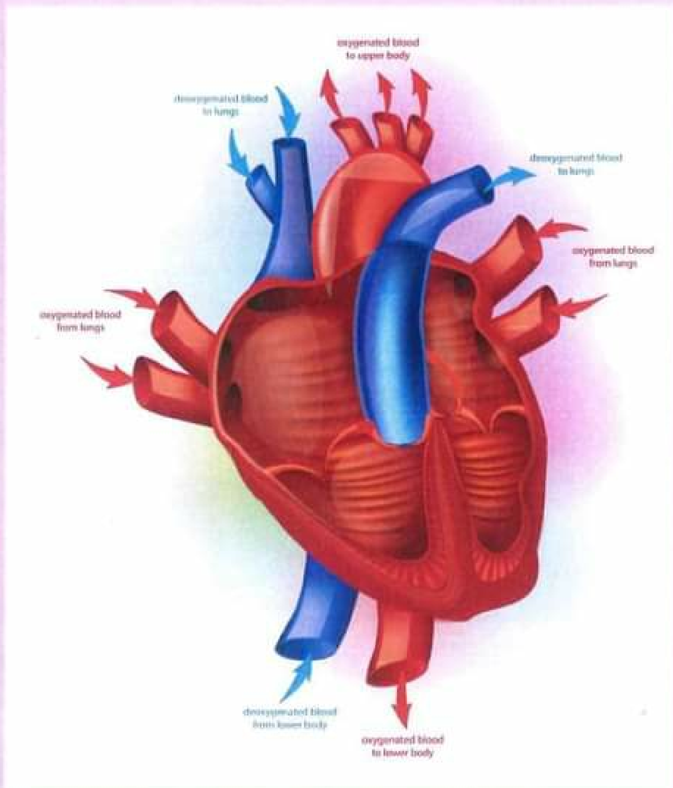


The heart is an **organ** of your body. It **pumps** blood around your body.

The blood goes to your head, stomach, arms, and legs.

The blood carries **oxygen** and **nutrients**, which keep your body healthy.

To have healthy bodies, we need to keep our hearts healthy.



2 Look, read and check what you need for a healthy heart

1 

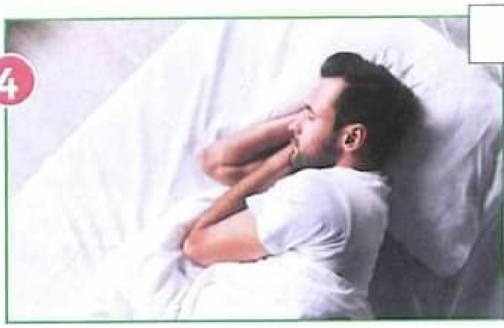
exercise

2 

watch TV

3 

eat lots of ice cream

4 

get eight hours of sleep

5 

eat fruit

6 

drink cola

7 

go for a walk

8 

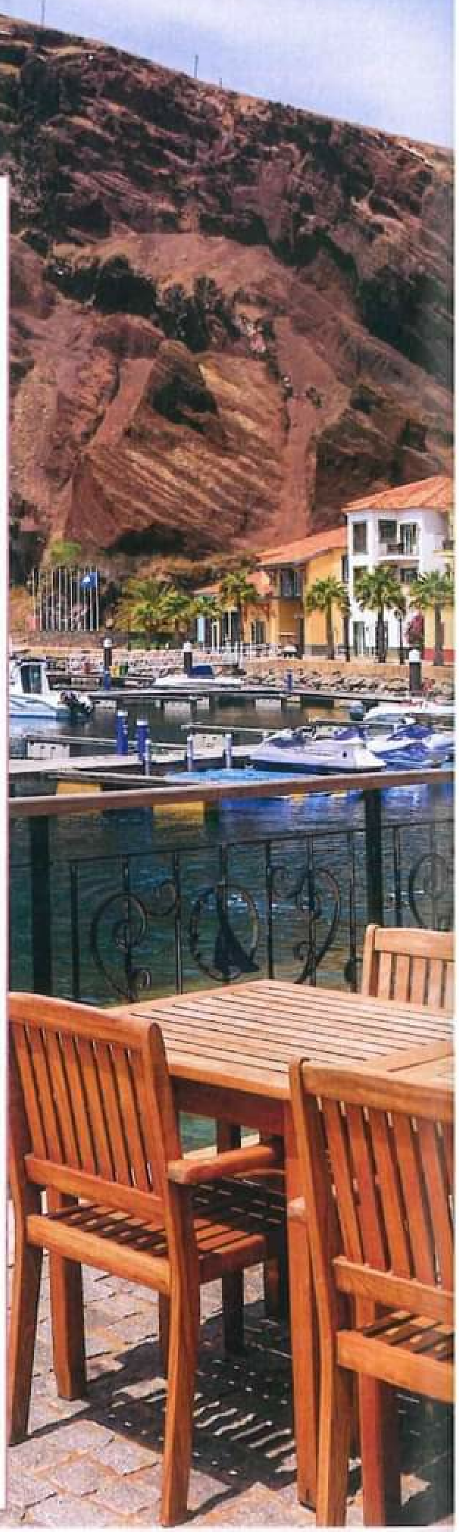
play computer games for 6 hours

3 Do you have a healthy heart? Why?

Vocabulary: *heart, organ, pump*

Listening and writing

4 Listen and sing



Welcome to the restaurant.
What would you like to eat, eat, eat?
Please tell me, what would you like to eat?
Would you like a burger,
Some cake, fries, or some meat?
No, thank you! No, thank you.
No burger, no fries, and nothing sweet!
Thank you very much!

Welcome to the restaurant.
What would you like to eat, eat, eat?
Please tell me, what would you like to eat?
Would you like some pasta with cheese,
Eggs and butter, or some pizza?
No, thank you! No, thank you!
No butter for me, no pasta with cheese.
I like to eat healthy, if you please.

Welcome to the restaurant.
What would you like to eat, eat, eat?
Please tell me, what would you like to eat?
Would you like a salad,
Some soup, or potatoes with fish?
I'd like some rice and fish,
And lots of salad in a very big dish!
Thank you very much!

5 Complete the table using the food in the song

Healthy	Unhealthy
rice, ...	burger, ...
....	....
....	....

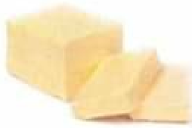
Learn sounds with Busy Bee!

1 Listen and read. Then say

gg nn tt


egg


dinner


butter


foggy


sunny

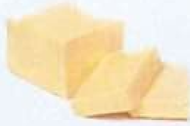

kitten

2 Look and write gg, nn or tt


1 ki _ _ en


2 e_ _


3 di _ _ er


4 bu _ _ er


5 su _ _ y


6 fo _ _ y

3 Listen and say

Phonics: the *gg, nn* and *tt* sounds



4 Read and trace



1 Sandy is having breakfast. She is eating an egg and bread with butter. She drinks some orange juice. Sandy tries to be healthy.



2 The kitten is playing in the garden on a sunny day. It is brown and white. The kitten is playing with a red ball. It is very happy.

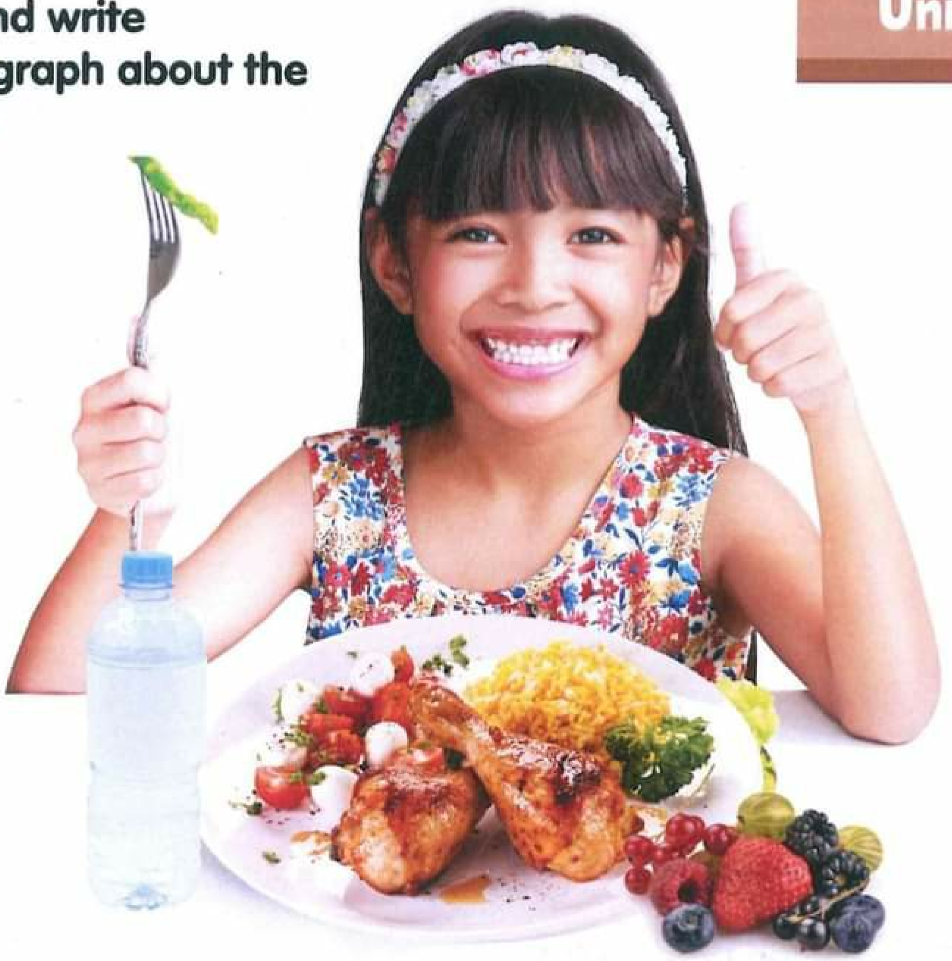
Tip!

When you write a descriptive paragraph, describe the things you can see and feel. Write general sentences, more information and an end sentence.

Writing skills: Descriptive paragraphs



5 Look and write a paragraph about the picture



A balanced diet is important for our bodies. ....

....

....

....

....

....



Project:
A heart collage

You will need:

cut-outs of a red heart and a black heart	coloring pens and pencils	pictures from the internet and magazines	cardboard paper	scissors	real items or toys of food	glue

1 Read and make your healthy and unhealthy heart collage



1 Think about healthy hearts. What can we do for our hearts?





2 Cut and stick pictures of healthy life on the red heart.



3 Cut and stick pictures of an unhealthy life on the black heart.



4 Talk about your collage.

2 Show and tell



Language: *This is my healthy and unhealthy heart collage. To keep your heart healthy, you should eat lots of fruits and vegetables. You should exercise. You shouldn't drink cola.*

Self Assessment



Read and color the stars that describe your effort

Speaking and reading 	I can read about a healthy diet and things that make my heart strong. ☆	I can talk about a healthy diet and things that make my heart healthy. ☆☆	I can talk about a healthy and unhealthy diet and things that are good or bad for my heart. ☆☆☆
Writing 	I can trace sentences in a descriptive paragraph. ☆	I can write a descriptive paragraph with my teacher's help. ☆☆	I can write a short descriptive paragraph. ☆☆☆
Phonics: *gg*, *nn* and *tt* 	I can read words with *gg*, *nn* and *tt* letter combinations. ☆	I can read and write words with *gg*, *nn* and *tt* letter combinations. ☆☆	I can read and write other words with *gg*, nn and *tt* letter combinations. ☆☆☆
Science: a balanced diet 	I can say the things that are important for a healthy heart. ☆	I can say the things that are good or bad for the heart. ☆☆	I can say if I have a healthy or unhealthy heart. ☆☆☆
Life skills: accounting and provision of resources 	I understand that my body needs a balanced diet. ☆	I can make my balanced meals. ☆☆	I can make my menu of balanced meals with the money I have. ☆☆☆
Project 	I can make my healthy and unhealthy heart collage. ☆	I can say ideas to my friends to make their healthy and unhealthy heart collage better. ☆☆	I can improve my healthy and unhealthy heart collage based on my friends' feedback. ☆☆☆

Play time



1 Complete the grid with the words, then say the mystery word in blue

1


5


						v						
1				b	r	e	a	k	f	a	s	t
2												
3												
4												
5												
6												
7												
8												
9												

2


6


3


7


8


4


9




2 Write sentences with the words from Exercise 1

1 For breakfast, I have falafel and tea with milk.

2 ....

3 ....

4 ....

5 ....

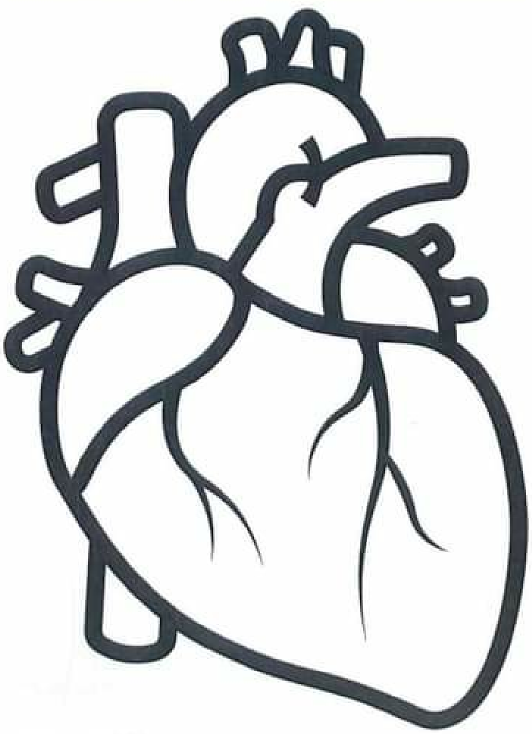
3 Complete the summary with these words

favorite | football | swimming | exercise | eggplant | chocolate | ~~healthy~~

I want to have a ❶ ......healthy...... heart. I love ❷ .... but I try to eat only a little. I eat lots of fruit and my ❸ .... fruit is mango. I like vegetables too, especially ❹ ....

I know it's good to ❺ .... for my heart too. I play on a ❻ .... team and, on the weekend, I ride my bike and go ❼ .... with my family.

4 Color the heart

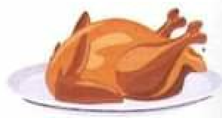


Teacher assessment

Review 4

1 Take a card and say

2 Stick the card

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15 

Go to page 157

3 Ask and answer

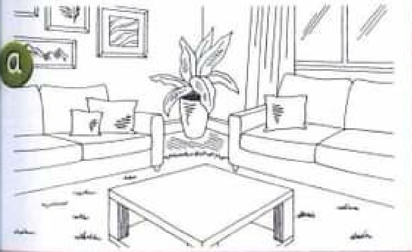


Reading

4 Read and color the correct pictures

Waiter: Good evening everyone.
Dad: Good evening.
Waiter: What would you like?
Hana: I'd like chicken and rice, please.
Mom: I'd like some soup and bread, please.
Hany: I'd like fish and salad, please.
Dad: Yes, can I have fish and salad, too?
Waiter: Yes, of course. And to drink?
Dad: The children would like orange juice. We would like tea.
Waiter: OK. Thank you.
Dad: Thank you.

1 Where are they?

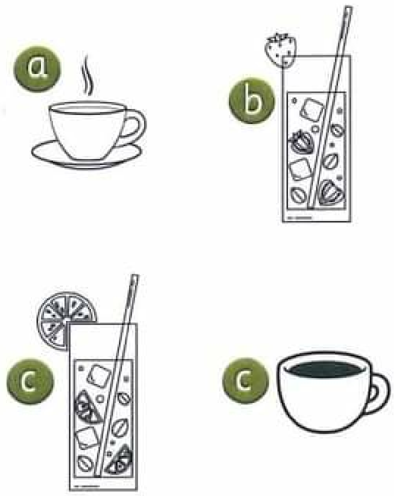
a


b


2 What do they eat?



3 What do they drink?



5 With your partner, look at the food in Exercise 4. Ask and answer

What would you like to eat?

I would like ...



Writing

1 Match 1-5 to a-e

1 password	a www.connectforegypt.com
2 telephone number	b 33 Safaa Street
3 birthday	c connect@3rdprim
4 address	d 01099479756
5 a website	e 14th April 2012

2 Look and complete the conversation with the words in the box

Street	~~your~~	birthday	2013
What's	01099479756	have	

Woman: What's ......your........... name?
Tarek: Tarek Mahmoud.
Woman: .... your address?
Tarek: 10A Hussein Wassef ....
Woman: What's your ...., please?
Tarek: June 24th, ...
Woman: Can I .... your cell phone number?
Tarek: Yes, it's ....
Woman: Thank you very much!

3 Listen and check

Phonics

4 Listen and write

er	gg/nn/tt
1 m _ _ _ _	7 e_ _
2 w _ _ _ _	8 k _ _ _ _ _
3 t _ _ _ _ _ _	9 s _ _ _ _
4 p _ _ _ _ _ _	10 f _ _ _ _
5 s _ _ _ _ _	11 d _ _ _ _ _
6 c _ _ _ _ _ _	12 b _ _ _ _ _

5 Read and say. Write the number of syllables in the words

6 Listen and check

1 internet 3　　2 website _　　3 computer _

4 centimeter _　　5 chicken _　　6 potatoes _

7 Listen and write. Then say



Last night I had an ❶.................. and bread with ❷.................. for my ❸.................. .



The ❹........................ took some ❺........................ for the floor.



The ❻........................ are playing in the garden on a ❼........................ day.

Self Assessment



1 Tick what you can do. Now I can ...

1 say technology words













2 say numbers 1-1,000

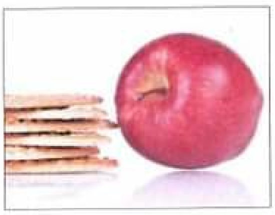
10	20	30
40	50	60
70	80	90
100	200	1000

3 say meals and food









4 say these sounds

er

nn

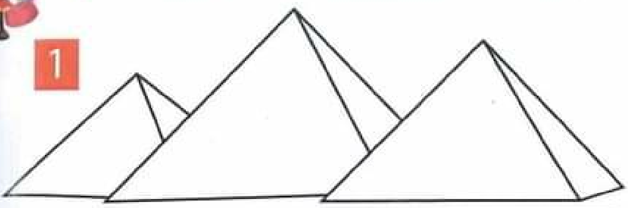
gg

tt

Play time

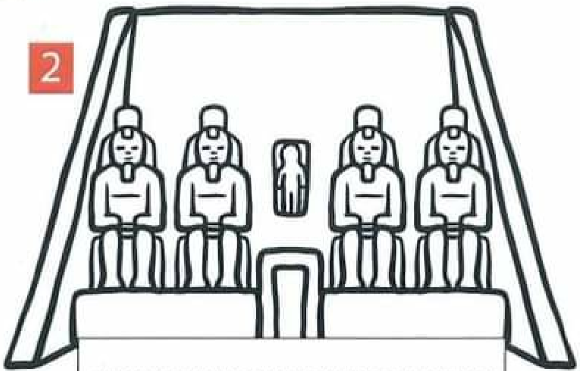
1 Color and label the famous Egyptian monuments

1



....

2



....

3



....

4



....

2 Mark the healthy foods with a ✓

1



☐

2



☐

3



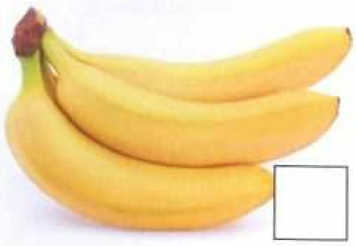
☐

4



☐

5



☐

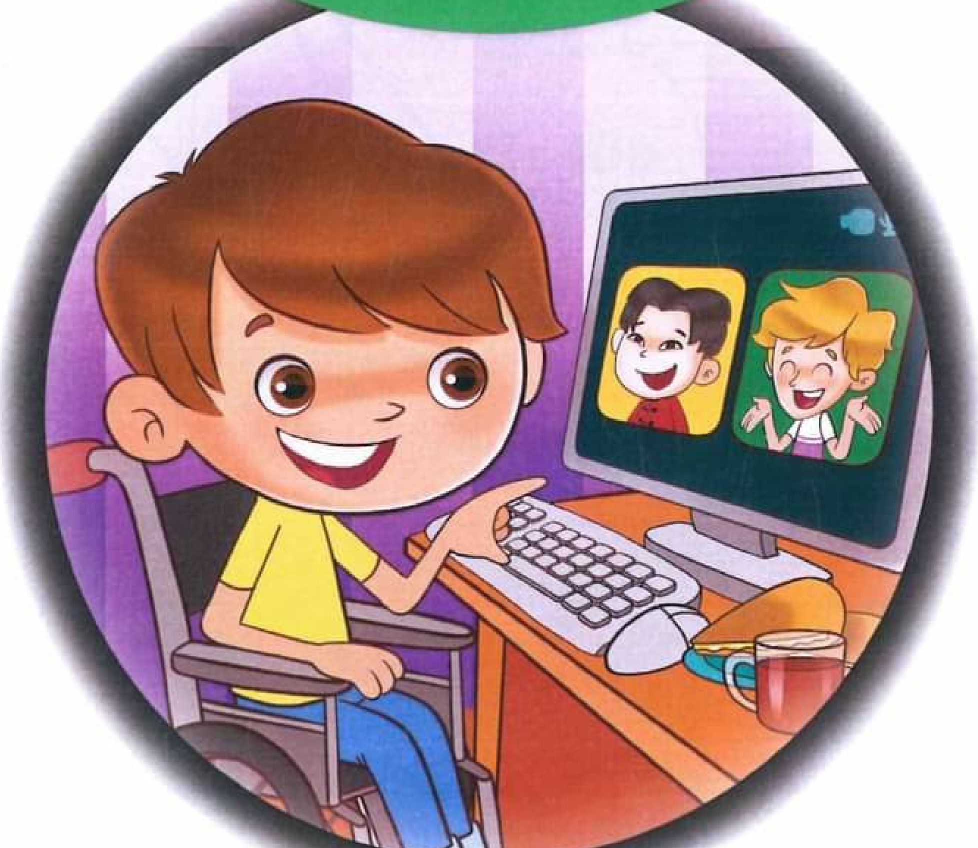
6



☐

CONNECT READING ADVENTURES

Tamer's Travels on the Tablet



BY NICOLA GARDNER
ILLUSTRATED BY MONA MOHAMED NAGY



Picture Dictionary



Chinese buns



Chinese soup



croissant



Eiffel Tower



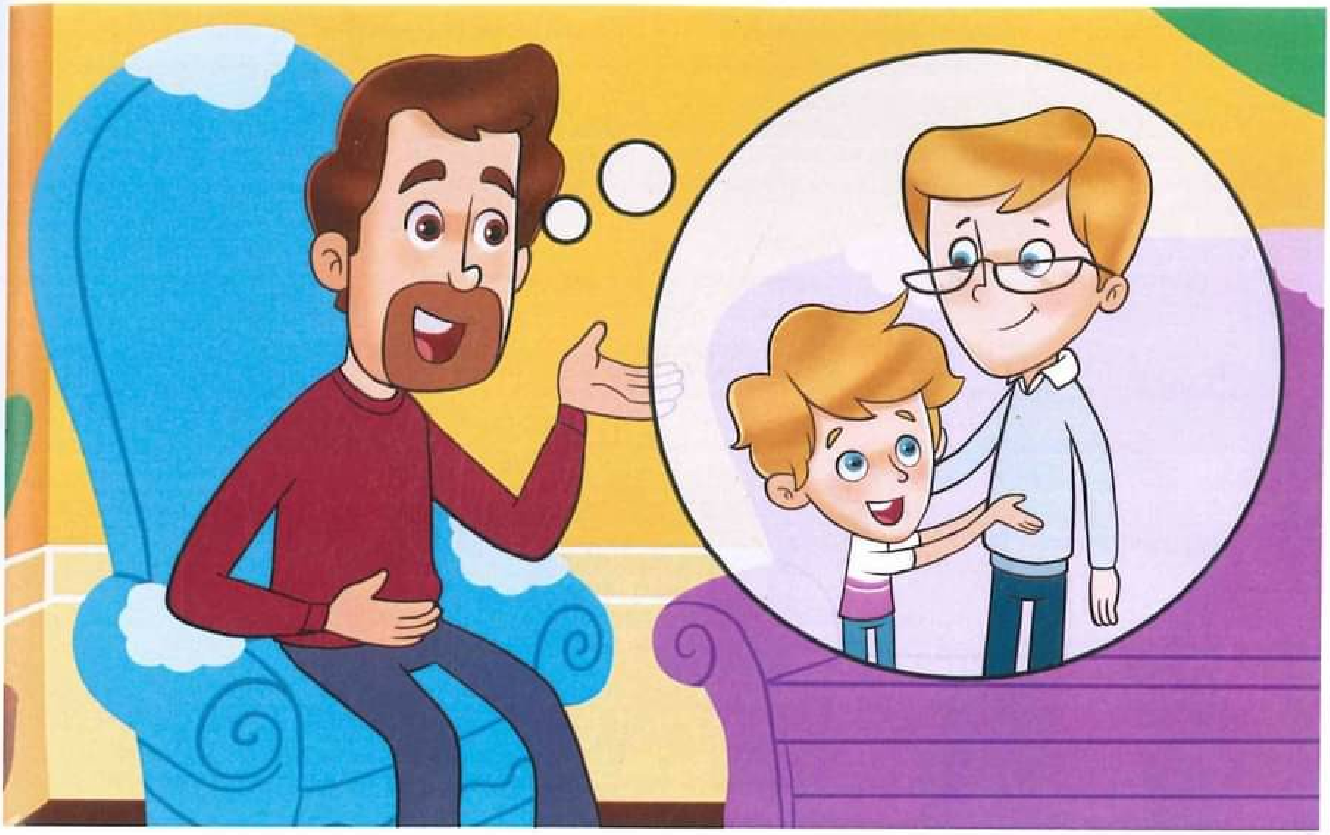
warrior statues



This is Tamer. He is Egyptian. He is 8 years old. He likes speaking English.



Tamer is talking to his uncle. He wants to speak English to other boys around the world.



Tamer's uncle has an idea. 'Tamer, I have a French friend. My friend lives in Paris. He has a son called Léo. Léo speaks English.'



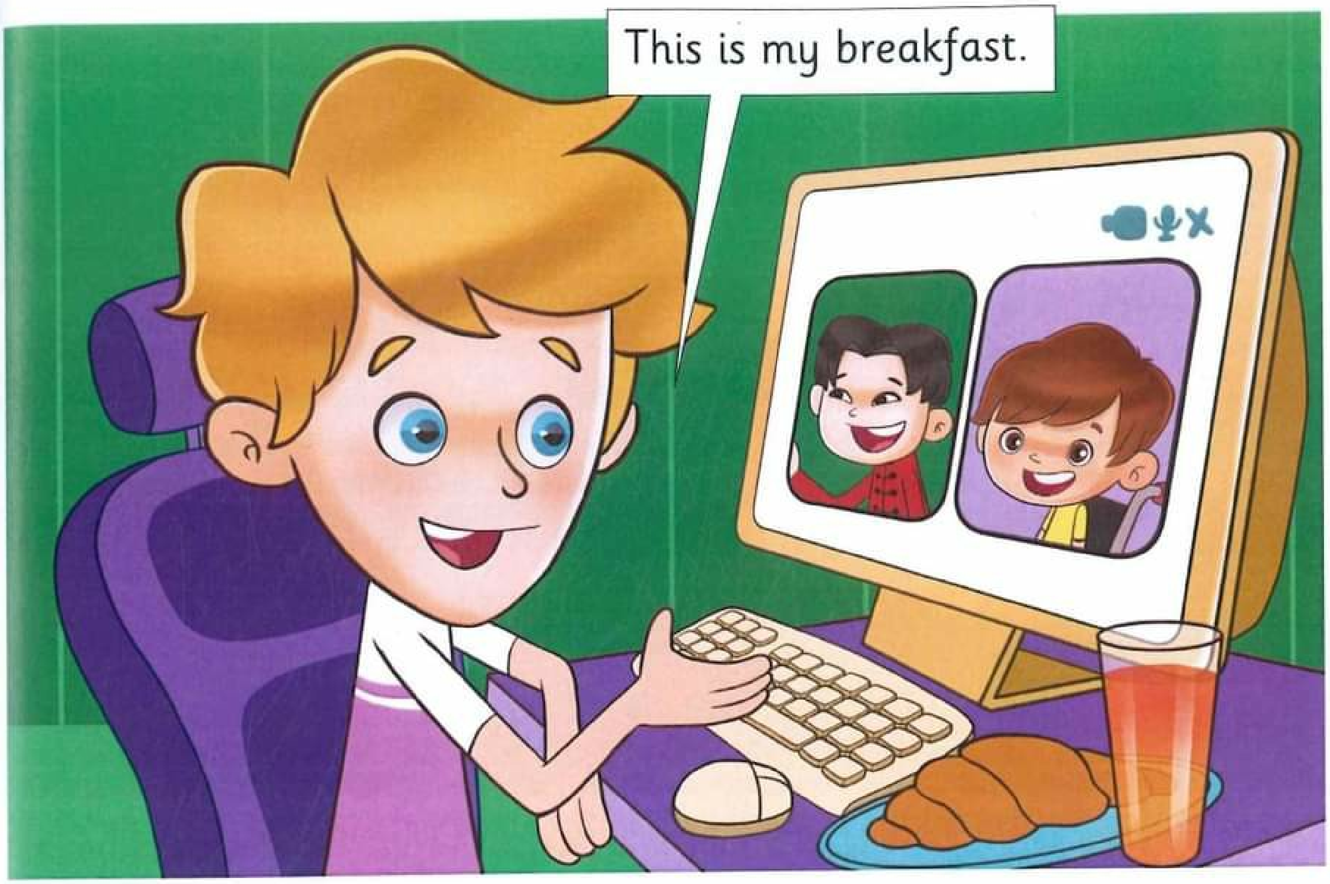
Tamer's uncle makes a **video call** to his French friend. He gives his tablet to Tamer. Tamer talks to Léo.



Tamer talks to his mom about Léo. He says, 'I like Léo. I would like a friend from another country.' His mom has an idea. She works at a **hotel** and she has a friend from China. 'My Chinese friend has a son. Her son, Chen, speaks English.'



Now Tamer speaks to Chen and Léo every week. They are very good friends.



One day, Tamer asks Léo and Chen 'What do you eat for breakfast?' Léo says 'I have a **croissant** and orange juice.'



Chen says, 'That looks **delicious**! I have soup and **buns** for breakfast.'



Tamer says, 'I want to eat a Chinese breakfast. That looks awesome! I have ful and egg sandwiches and tea with milk. It's yummy.'



One day, Tamer asks, 'What **technology** do you use at school?' Chen says 'Sometimes I work with my friend on a computer. We learn how to move a small robot. It's very interesting.'


مستر عادل مجدي
مؤسس جروب
English for us
Mr.Adel Magdi